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The Spectator

Winter Magazine

JANUARY 1987

HAMILTON — KIRKLAND: A decade of coeducation

The Hamilton College Spectator

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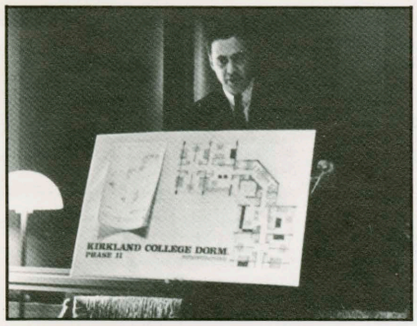
THE SPECTATOR MAGAZINE JANUARY 1987



Kirkland College, the non-traditional women's school founded by Hamilton, had far-reaching effects on the academic and social life on the Hill. As Hamilton approaches the end of its first decade of co-education, Lea Haber looks back to examine the forces that shaped Kirkland, and the importance of Kirkland for the Hamilton of today. **p. 2**

While much of the Winter Magazine looks at the past, Rich Larson tries to look ahead to the future at Hamilton. What do current trends and attitudes indicate about possible changes in the curriculum, social scene, and diversity on campus? What steps are being taken, or not being taken to bring about these changes?

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Over the past two years protests over a number of issues have become bigger and more insistant than many can remember. But Hamilton has not always been the apathetic uninvolved place that many would claim it is. Tom Kuck looks back to uncover a rich history of protest from 'rowing' new professors to the serious outcry over the Vietnam War. **p. 26**

The powerbrokers. Hamilton men have gone on to great success but as the first Hamilton-Kirkland women come of age, they too are showing themselves to be great achievers. Dave DeSantis interviews Kathryn McDonald, Susan Valentine Annich, and Donna Sontheimer Acquavella - three women who graduated from Kirkland and now sit on the Hamilton Board of Trustees. **p. 15**

One quarter of all college women claim to have been sexually assaulted in some way and 90% of these were raped by someone they knew. In one study, 35% of men said they would commit rape if they thought they could get away with it. These disturbing statistics lead Mark Green to examine the phenomenom of acquaintance rape and to question what goes on at Hamilton.

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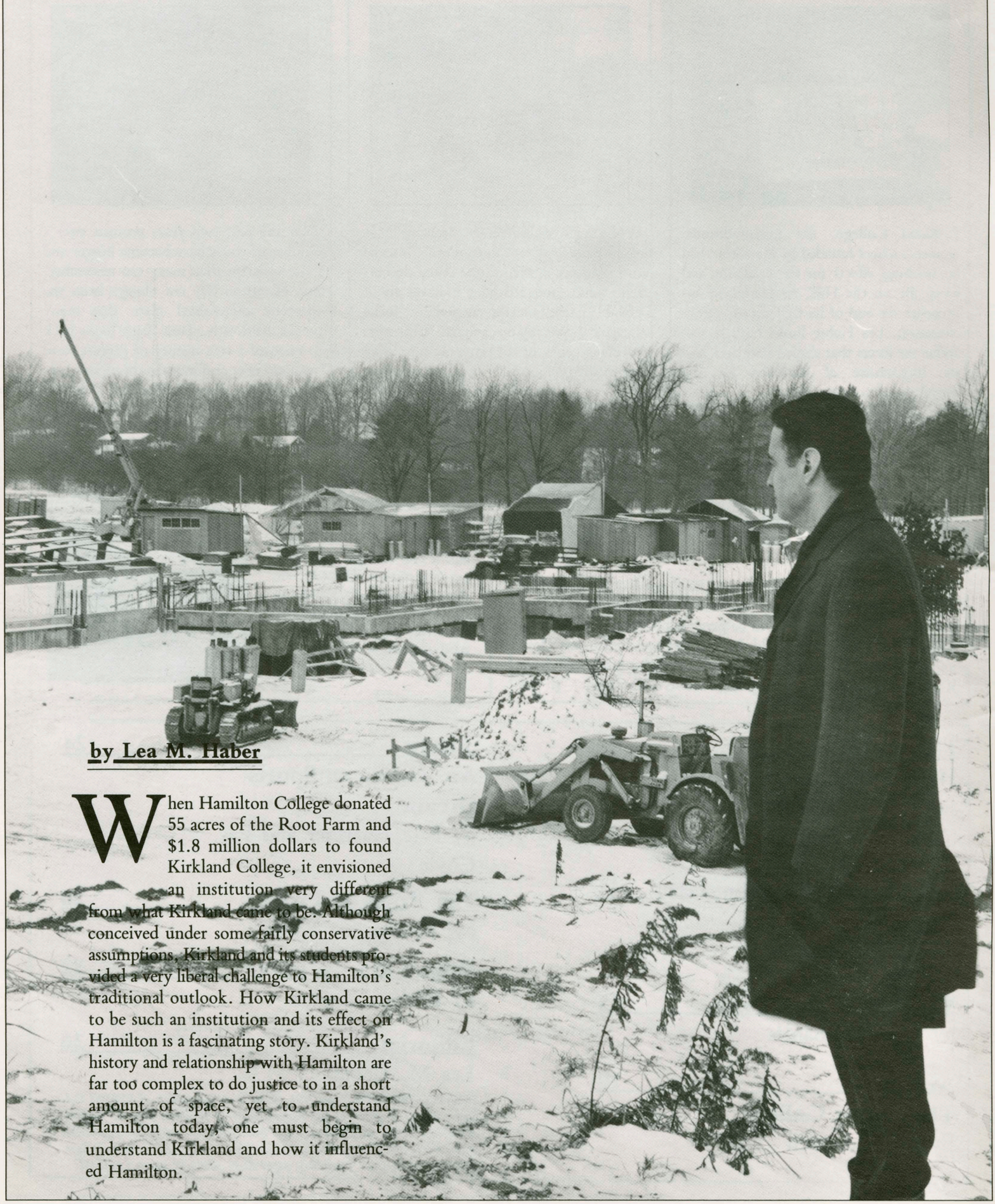
The Kirkland Years

History from the "Other Side"



by Lea M. Haber

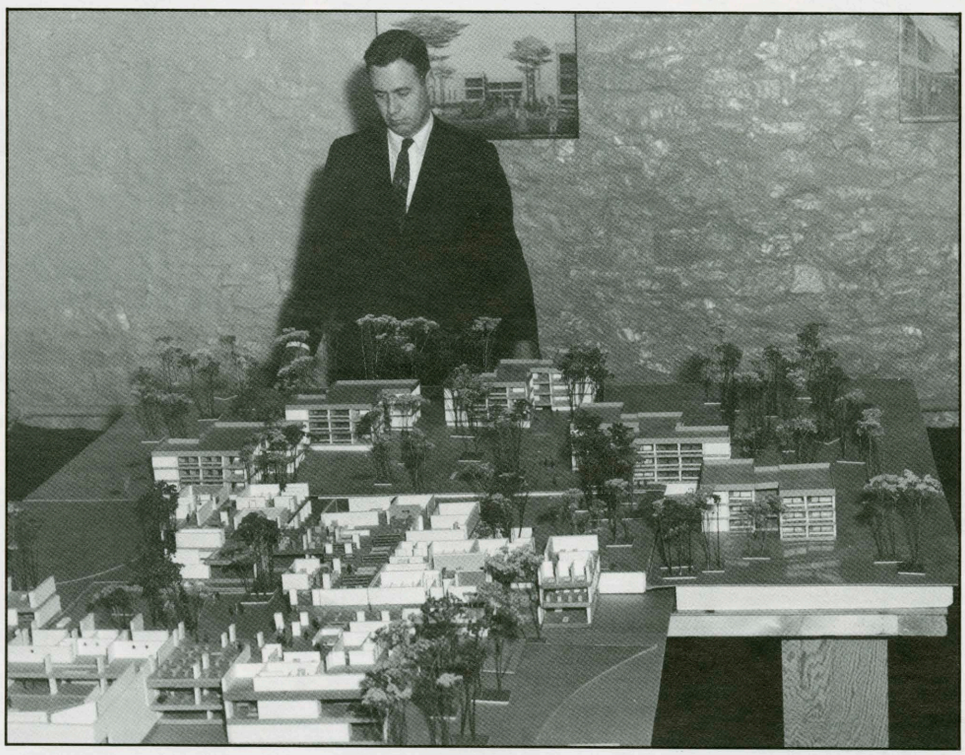
When Hamilton College donated 55 acres of the Root Farm and $1.8 million dollars to found Kirkland College, it envisioned an institution very different from what Kirkland came to be. Although conceived under some fairly conservative assumptions, Kirkland and its students provided a very liberal challenge to Hamilton's traditional outlook. How Kirkland came to be such an institution and its effect on Hamilton is a fascinating story. Kirkland's history and relationship with Hamilton are far too complex to do justice to in a short amount of space, yet to understand Hamilton today, one must begin to understand Kirkland and how it influenced Hamilton.

The Founding of Kirkland

Kirkland emerged from Hamilton's attempts to meet the challenge of the 1960's, a time when money and innovation abounded. Concern arose as to how Hamilton could attract students in an increasingly competitive college market and meet the trend of an expanding curriculum while still maintaining the virtues of small size and personal reltaionships.

In 1961, then President Robert McEwen requested that the Trustees establish a committee, which came to be known as the Long Range Planning Committee, to study the future of Hamilton. By April of 1963, the Trustees decided that the best option for Hamilton would be a cluster type college arrangement as at Claremont and Oxford/Cambridge.

They envisioned several colleges with different missions which would share some combined facilities such as the library and health center, common lecture facilities and social programs, and a common bookkeeping and accounting service.They planned to offer cross registration between colleges, yet the institutions would maintain separate administrations.The cluster concept would allow Hamilton to expand its alumni contacts as well as its fund raising resources and curriculum while still benefitting from its small size.



For several reasons, it was decided that the first of these colleges would be a liberal arts college for women. According to a former administrator, the Hamilton faculty and Trustees were not happy with the trend towards co-education. McEwen, however, saw the opportunity to meet the rapid changes occuring in higher education through a co-ordinate system of separate institutions for the sexes with shared facilities. The co-ordinate system would provide the benefits of both a single sex and a co-educational school.

In addition, because there were few top women's colleges and women's applications exceeded men's nearly three to one, the market was right for a women's college. As a 1967 full page ad in *Time* magazine pointed out, Kirkland obtained the distinction as the first women's college to be founded in the East since 1926.

Planning documents indicate that Hamilton had a certain type of woman in mind for the new college. They sought women who were "intellectual equals" to Hamilton men and stressed that nothing should be done which would discourage "quality males" from applying to Hamilton. They foresaw a female version of the existing Hamilton.

Many feel that Hamilton lost control of Kirkland's direction in 1963, when it set up an Advisory Committee with Millicent McIntosh, President Emeritus of Barnard and leader in women's education as chair. This committee was instructed to draw up specific plans and consider the needs of a women's college.

McIntosh and the people she recruited to lead the new college had their own ideas about women and their special needs in education. According to Samuel F. Babbitt, Kirkland's only president, whose name became almost synonymous with the institution, they were given no mandate to repeat Hamilton's approach. The educational experience they created differed greatly from that approach.

As the 1974 self-study for accreditation states, Kirkland expected to develop a liberal arts program "especially designed to meet the need of women at this point in history." According to the Advisory Committee, a woman needed personal flexibility as she moved between roles as wife, mother, and career woman. As Babbitt explained, "While men traditionally define themselves in a single sentence by reference to their occupation, women change from stage to stage."

Even the reports of McIntosh's committee, however, reveal the traditional attitudes toward women prevalent in the early 1960's. They reported to the Hamilton trustees that the typical Kirkland student "will anticipate marriage and motherhood as a likely part of her life, perhaps, its principal focus." The committee continued that "no one would deny that a married woman owes her first allegiance to her husband, her children, and her home; nor that she finds her greatest happiness and fullest expression of her talents in meeting her responsibilities to them."

The Committee felt, however, that women were needed in such areas as medicine, teaching, social and library work, and nursing, again reflecting a traditional view of women's place in society. President McEwen himself proposed the idea that a major in the social sciences might provide the best preparation for married life because it would provide women with competence in the fields of concern to their husbands. Furthermore, a women's college could be more experimental than a men's college; it was safer to gamble with a woman's education than a man's since the assumption was that she would marry anyway.

As a student wrote in 1974, "the founders of Kirkland College saw society as it was and asked how women could be prepared for the future under the conditions of that present. A less conservative position would have been to see things as they might be, or should be, and to ask, why not?"

What ever the planners may have intended, Kirkland did, in practice, cause the Hamilton and Kirkland communities to

*(opposite page)***Kirkland President Samuel F. Babbitt surveys early construction on Kirkland "E" Residence Hall, now known as Babbitt.***(this page)***Babbitt with proposed model of the Kirkland campus.**

question things as they were. While it was an effort to keep Hamilton in step with the times, Kirkland was also an effort to shake up Hamilton. As Robert McEwen put it, "planning a new college, to meet a new need, or an ancient need in new form, adjacent to a solid and established institution, offers a chance not only for experiment in the new institution but also for the lively impact of that new program on the older one adjacent."

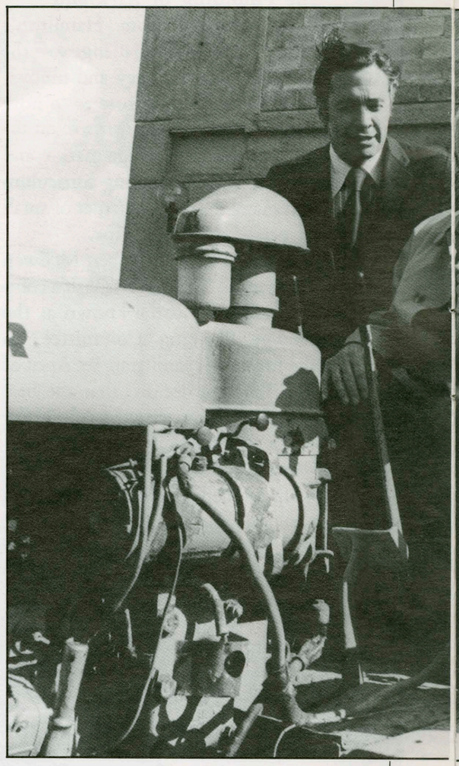
This challenge to Hamilton, however, placed Kirkland in a difficult position and strained relations between the two schools. William Jamison, a former Kirkland English professor and later Director of Institutional Affairs at Hamilton notes, that "Kirkland's mandate was to complement the offerings of Hamilton, yet be different, an extraordinarily difficult role to fill." It put Kirkland and the coordinate system in a difficult position from the start. The feeling between the two schools is often described as one of "creative tension" or "friction."

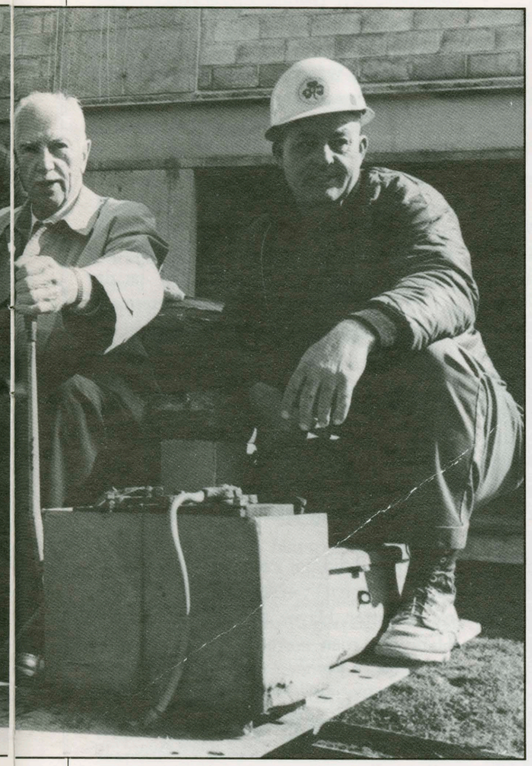
Curriculum

During the intial stages of planning the first school of the cluster, a Hamilton faculty committee recommended a women's college since "a women's college would strengthen Hamilton where it is weakest -- a proper social environment -- and disturb it the least as far as curricular matters are concerned." How wrong they were. Kirkland's curriculum and method of educating became one of the greatest sources of conflict between the two schools.

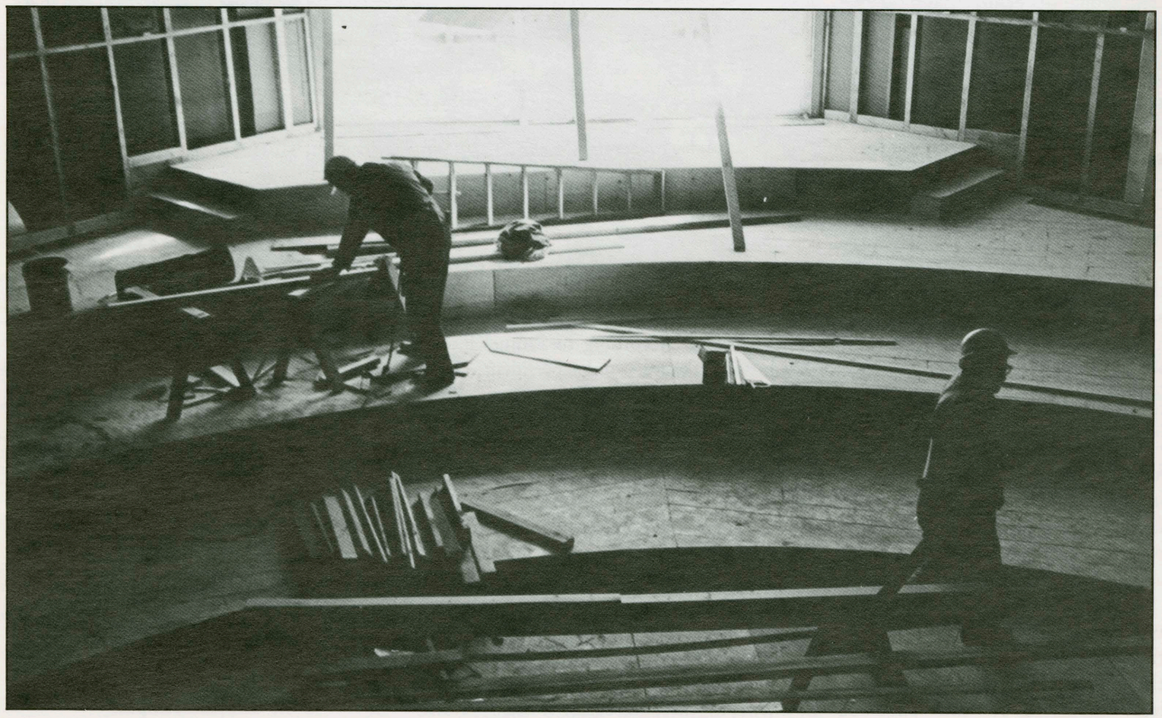
While it should be noted that the planners sought to supplement Hamilton's curriculum and avoid duplication, the curriculum offerings at Kirkland reflected traditionally "female subjects."Hamilton offered the hard sciences; Kirkland offered the history of science and botany. Hamilton's pschyology courses were behaviorist while Kirkland's courses were of the social pschyology and develpmentalist schools. Hamilton stressed art history and Kirkland added the first strong programs in the visual arts through studio art as well as in dance and theater. In addition, Kirkland brought sociology and comparative literature to the Hill.

Cross resgistration allowed students from both schools to take all subjects, however. Classes were co-ed and open to all students. Frank Anechiarico '71, now a Hamilton professor of government, describes the flow of students across the





(opposite page, far right) **Kirkland students literally lived on a construction site for the first few years.** *(bottom)* **Each woman was given a hard hat with her name painted on it as a souvenir of the first year at Kirkland.** *(top)* **Mr. Kirner at the ground breaking of Kirner-Johnson with Samuel F. Babbitt and an unidentified workman.** *(this page bottom)* **Because the dorms were uncompleted, the first Kirkland applicants were shown model dormitory rooms.**



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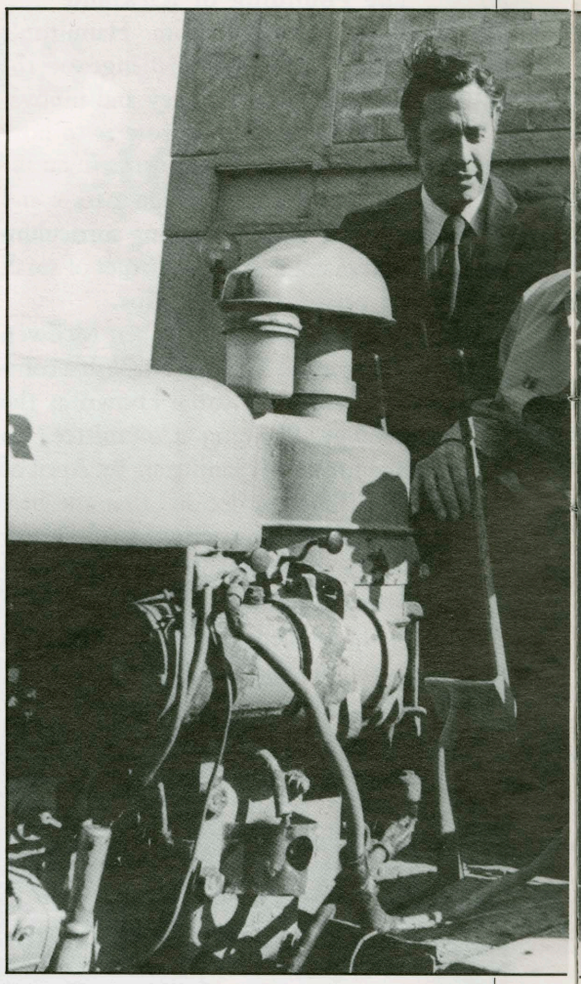

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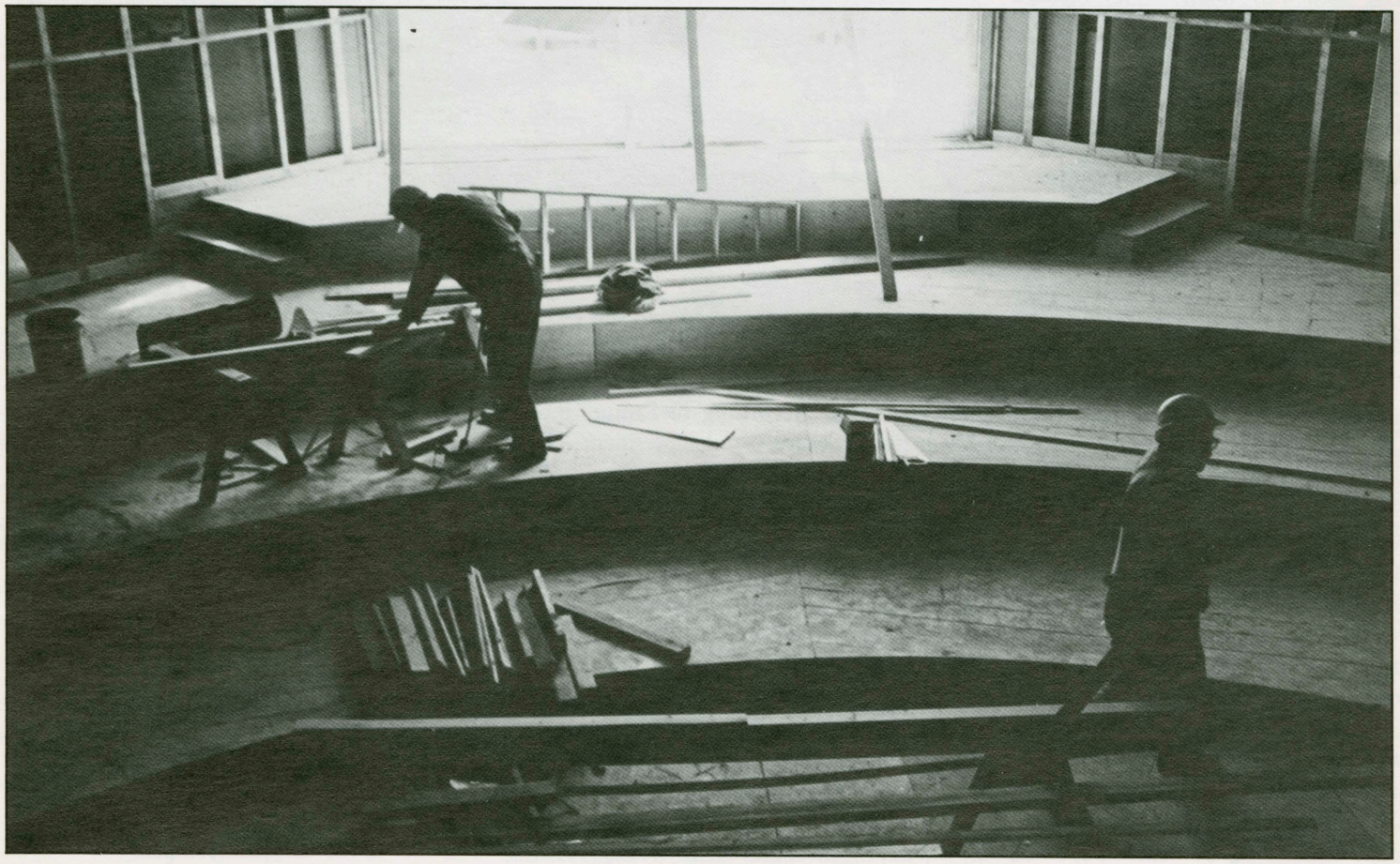
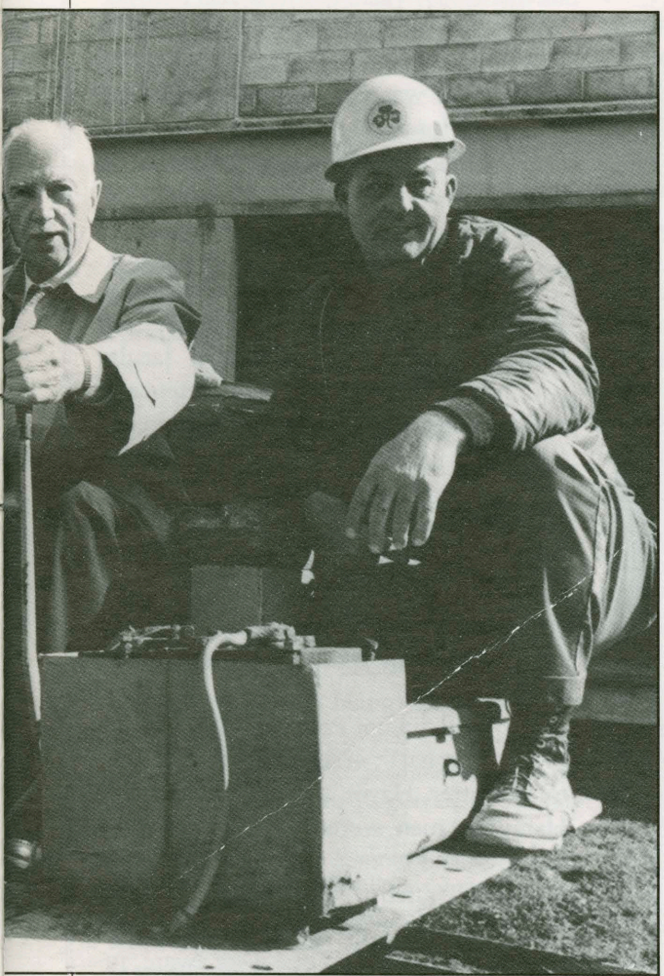
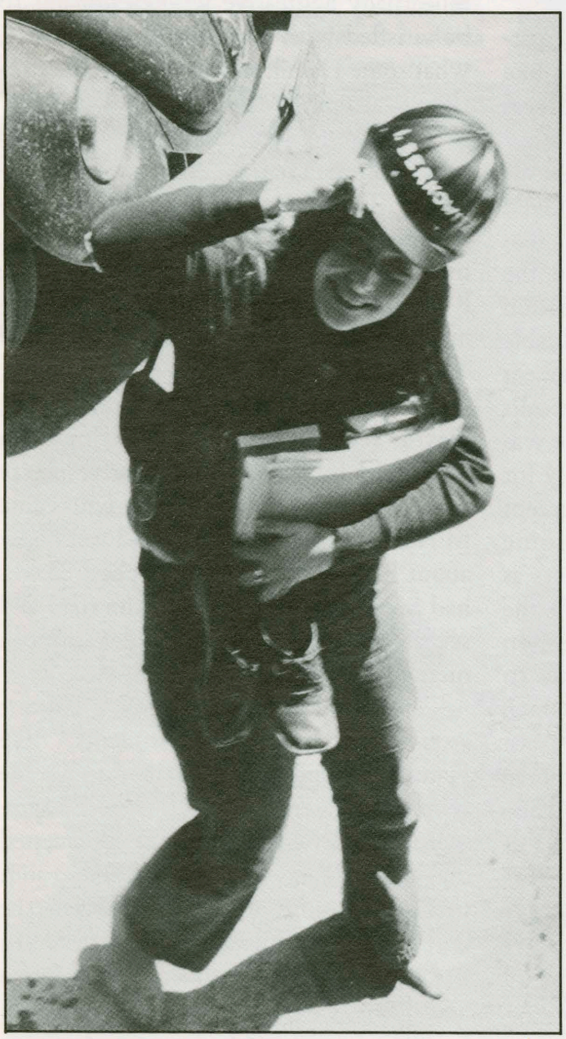






road as "very free." Women took 40% of their classes at Hamilton while men took 20% of their classes at Kirkland.

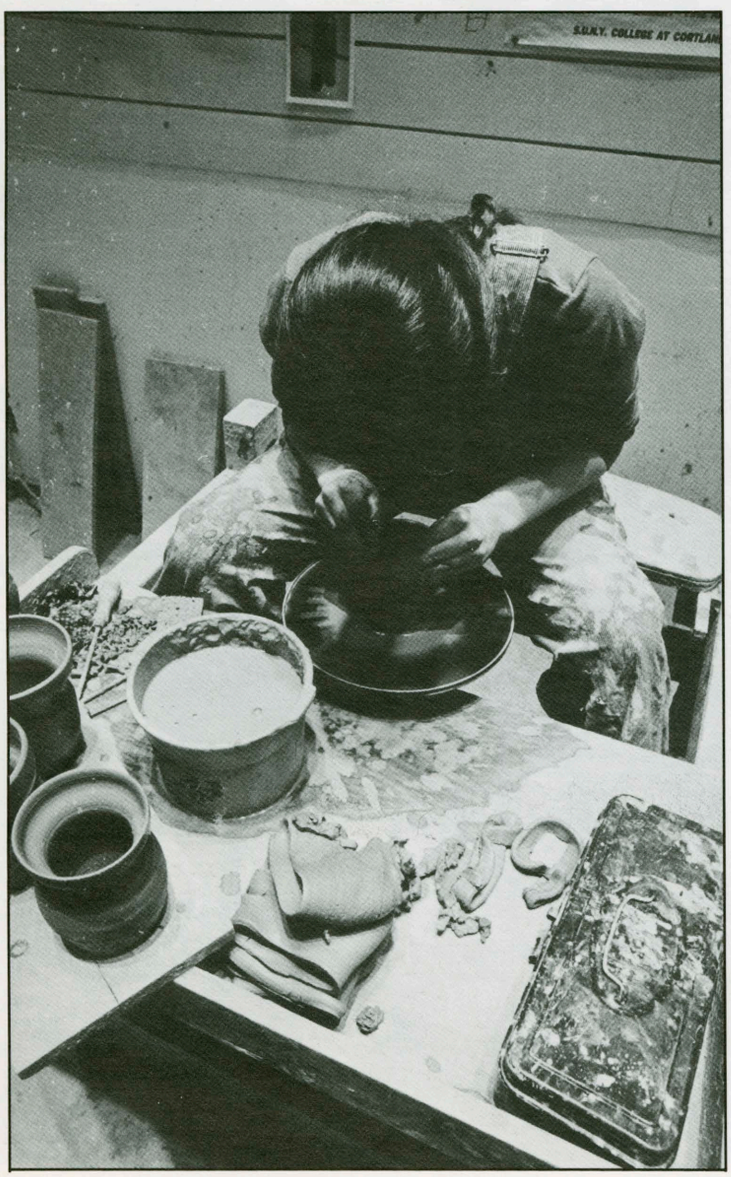
Anechiarico remembers the uproar when a Hamilton student decided to major in pottery and Jamison recalls the concern when the first Hamilton men enrolled in dance. There seems to have been a fear that Kirkland would somehow make the Hamilton men "soft."

The Kirkland curriculum structure differed greatly from Hamilton's traditional model. Kirkland divided courses not by department but by broad divisions: the Social sciences, Sciences, Humanities and Arts. For the first three years the College maintained a core curriculum in order to fulfill the Advisory Committee's desire for both a "common experience" and interdisciplinary courses for all students. These requirements were later abolished.

Kirkland stressed curricular flexibility, student iniative and self-discipline with emphasis on discussion, independent study and papers rather than on lectures and exams. Jamison remembers being asked to teach a course about which he knew little. He told the students that they would learn together and work through the subject. And they did. This approach allowed the class to take whatever direction they seemed most interested in.

Douglas Raybeck, a former Kirkland professor of Anthropology, sees the Hamilton and Kirkland educations as based on two different philosophies about students. Kirkland's philosophy was to leave students on their own, viewing freedom as the best way for them to explore and grow educationally while Hamilton based its structure on the notion that if students are given too much rope they will hang themselves. He feels that even today these philosophies clash when Hamilton's faculty attempt to agree on curricular policy, expecially now that two former Kirkland faculty members sit on the important faculty Committee on Academic Policy.

Kirkland's use of written evaluations instead of grades was also a source of contention, a practice that Hamilton never accepted.The evaluations were very specific and critical although a great deal of work for faculty who sometimes had 80-90 to write in a semester.



The evaluations attracted students like Jennifer Potter Hayes K'73, now Hamilton's registrar, who chose Kirkland because as an art major, criticism in the form of an evaluation would be a valuable part of her permanent record. Hayes recalls that the practice was difficult not only for Hamilton to accept but for some Kirkland students as well. "Many of the Kirkland women could have gone to any of the Seven Sisters and came from very competitive high schools." She says. It was difficult for them to not know where they stood among their classmates; many of them need that."

Kirkland was clearly not the place for everyone. In the words of Raybeck, who began his teaching career at Kirkland, for self-motivated students, it was "an unparalleled education," yet for those requiring a more structured atmosphere, it was an "unmitigated disaster."

Social Life

Socially, as well as academically, Kirkland provided a challenge for Hamilton men. The Hamilton faculty committee foresaw that "the presence of a girl's college would end the isolation and 'civilize' the men...[The] association of young people on a day-to-day basis and in extracurricular activites would provide a more normal and a healthier soical life. It should be easier to regulate girls is the new college than to regulate transients imported from hither and yon." Again they were wrong.

Kirkland did not exactly make social life more "normal", at least not at first. Jennifer Potter Hayes remembers that the Hamilton men were "shocked" by the first Kirkland women. An article in *Change* magazine stated, "Nor were Hamilton men prepared for the kind of women who applied to Kirkland. They were aware, intellectually aggressive women not apt to be satisfied with a decorative role in life, what some Hamilton students call the 'unshaved armpits' variety."

"They were not the type of women Hamilton men dated," says a former student, "They were looking for more conservative women." At the time of the merger, almost fifteen years later, one Kirkland trustee described the Hamiltonian's ideal woman as "the Wells student in 1932."

At first there was little interaction, Hayes recalls, but by the time she graduated in 1973, "things were pretty much integrated," as the men who came to Hamilton accepted Kirkland and knew about Kirkland when they applied. Hayes had friends on both sides of the road and several of her friends married Hamilton men.

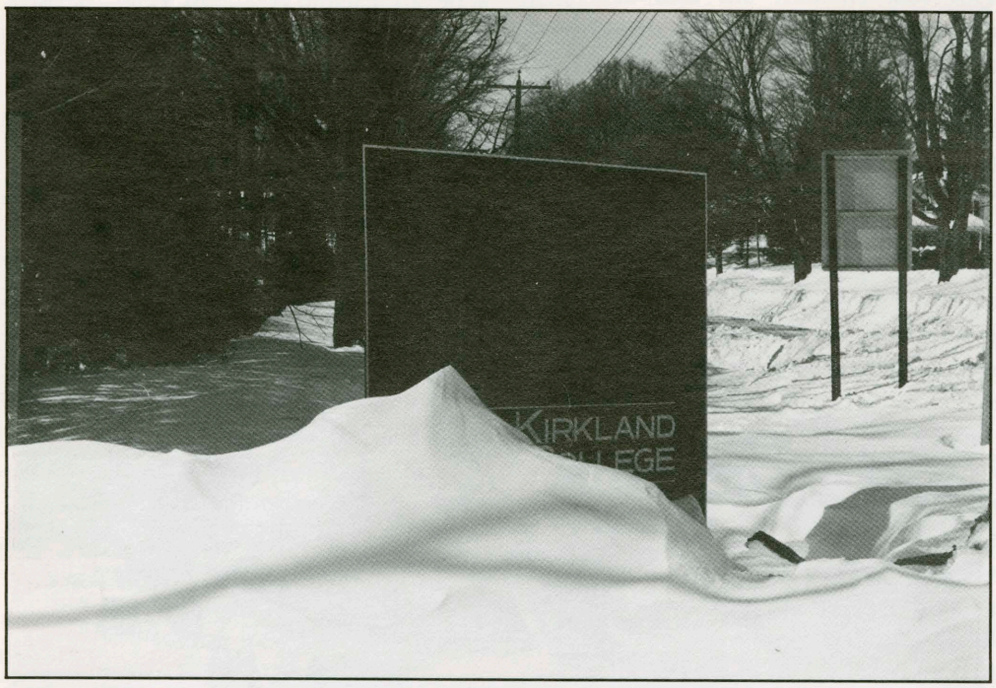
Tension existed, however. Babbitt asserts that Hamilton students, like Hamilton faculty, were divided about the women's presence. In a letter to the *Spectator* in 1968, two Hamilton men requested that the Kirkland women dress and groom themselves more attractively. When the first class of Hamilton women arrived in 1979, one Hamilton student told a Utica newspaper, "They're a lot cuter than Kirkland women and a lot more down to

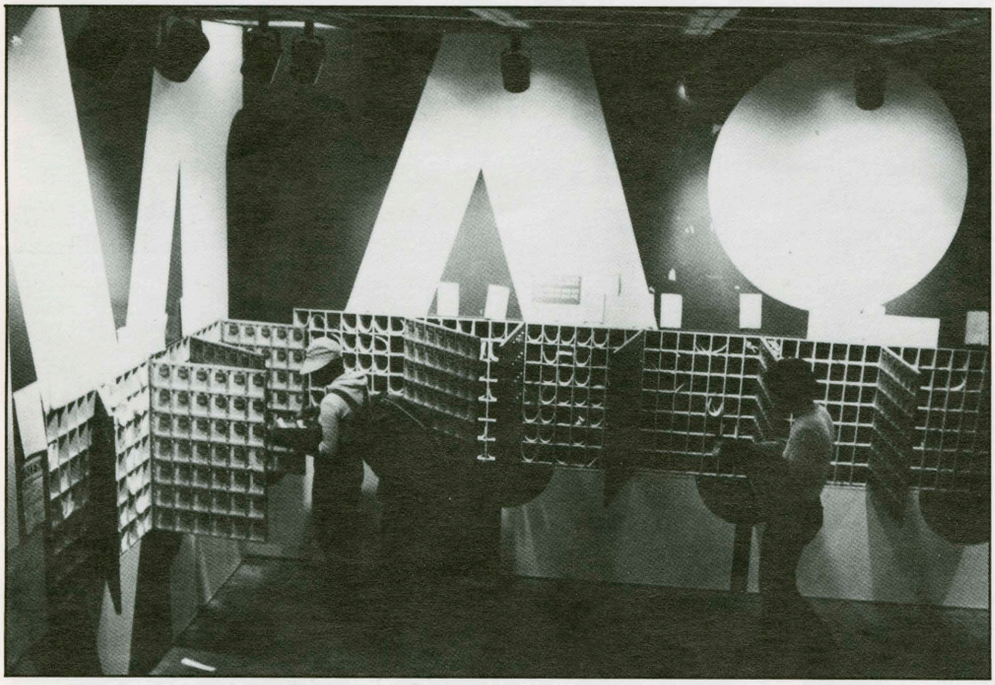
earth. There aren't as many vegetarians and I think we'll get along alot better."

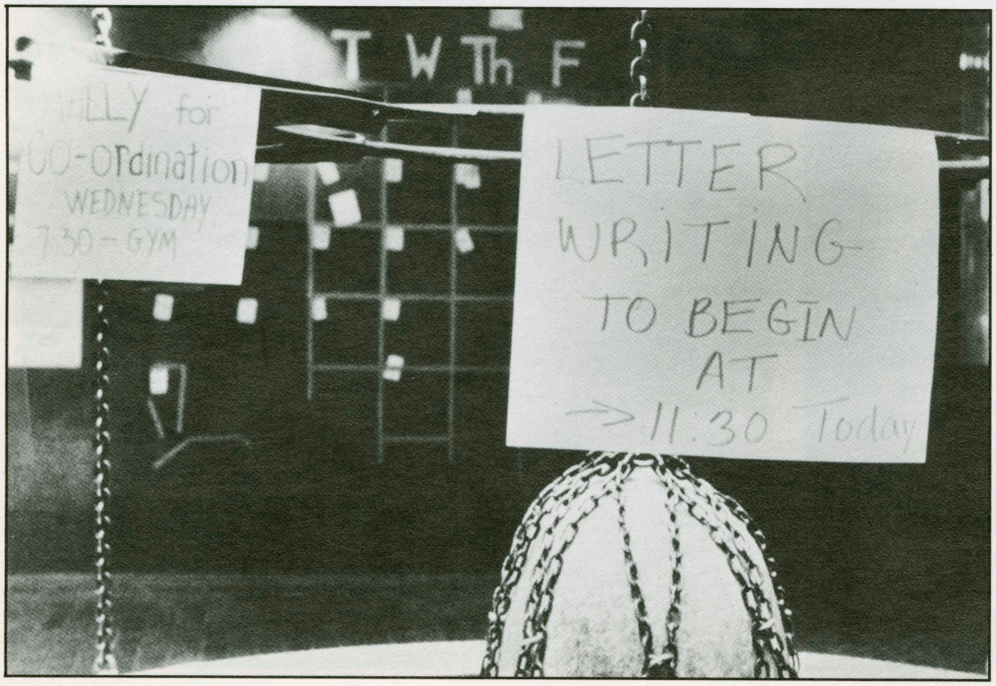
Not only the women themselves but the also the structure of social life at Kirkland challenged Hamilton. Anechiarico sees the decline of fraternities, to which between 82.6% to 93.3% of all men belonged in the late 1960's, as beginning at this time. Kirkland's charter forbade the existence of exclusive societies. Furthermore, the Kirkland dorms were constructed for a different type of socializing. Based on Kirkland's philosophy that learning and living are interdependent, each dorm was designed with classrooms and lounges, as well as kitchens in the suites of Milbank and Babbitt.

Some Kirkland women did take advantage of the fraternities offerings. *Spectator* articles at the time show pictures of Kirkland women at house parties and tell of the first women being wined and dined. Reportedly, AD invited every Kirkland

(opposite page) **Art major Jennifer Potter Hayes K'73, now Hamilton's Registrar, at the pottery wheel during her four years at Kirkland.** *(this page top)* **The first Kirkland students were greeted with mud and balloons upon their arrival.** *(bottom right)* **As this editorial cartoon from the** *Spectator* **illustrates, hostility sometimes existed between Kirkland women and Hamilton men.** *(bottom left)* **Because the residence halls were uncompleted, students had their interviews in mock dorm rooms.**







woman in the charter class to a steak and cocktail dinner and seated her between two men.

Student Governance

Regardless of the assumptions or expectations under which it was founded, Kirkland became what it was because of the type of people who first came to the school, Raybeck describes those first students as "bloody amazing."

They are often called pioneers and adventurers. They had to be. They were willing to come to a school not yet accredited, not yet even totally built. They had their interviews in mock up dorm rooms and when they moved in they were greeted by an unfinished driveway of mud. The only buildings completed were Major, Minor, McIntosh (then A,B,C) and the women trekked to Commons for meals until List and Kirner-Johson was completed later that year. They literally lived among the construction site the first few years.

They came to a school with no traditions and no extra-curricular activities. Hayes remembers the Kirkland admission people asking prospective students what they could contribute to the school.They meant it very seriously. This chance to mold the institution, however, appealed to many students who matriculated. Babbitt said of them in 1974, "These people said 'I do not want to go to a regulation set of colleges. ' They had a strong sense of who they were. Being part of a new place, they had a willingness to adventure and some clearly were in rebellion.

The faculty and administration too must be given a great deal of credit. Many faculty chose Kirkland because they believed in the Kirkland ideology and were committed to innovation. Kirkland's system of evaluations instead of grades and the faculty's role in the school's system of governance required a great deal of time. One former faculty member points out that this enormous commitment to teaching left no time to publish, making it difficult for faculty to leave Kirkland and compete at other institutions. In addition, the faculty, many of whom began their careers at Kirkland, were trained in conventional universities set up by narrow disciplines, rather than divisions.

The Kirkland system of governance with its Assembly allowed these people to shape

(top) **Kirkland College sign in the dead of winter.** *(middle)* **Kirkland's mail center in the basement of McEwen.** *(bottom)* **Kirkland students plan to meet in protest of the merger.**

shape the institution. The structure of this Assembly, the school's governing body, gave both students and faculty an important voice. The Assembly consisted of 33 elected voting members -- 16 students and 17 faculty members. The President, Dean of Faculty, Dean of Students and Chair of each Division were allowed a voice without a vote. On each committee sat students, professors and administration members. All Assembly decisions were subjected to final approval by the Kirkland Board of Trustees. Except in rare cases, anyone at Kirkland was allowed to take part in Assembly discussion and submit legislation to the proper committee.

This body, although it required a great deal of time and effort from both students and faculty, allowed Kirkland women to strongly asert themselves. Raybeck notes that, although the Kirkland attitude towards women was good, in the 1970's feminist consciousness "wasn't that great." However, the "Kirkland girls," he says, refused to behave like "girls."

One former professor labels the Assembly both Kirkland's "vice and virtue." While it allowed students and faculty participation, power was diffuse. The Assembly was a exceptional debating body, but not always an effective implementer. At the time of the merger, Chair of Hamilton's Board of Trustees, Collin Burke called it one of Kirkland's downfalls, complaining that Kirkland tried to listen to too many interests, parents, faculty, students and administration among them. He said, "You can't run a college like a New England town meeting."

President Chandler described the difference between the two institutions by saying that Hamilton had a "tricameral governance -- faculty, administration and trustees -- while Kirkland's was "unicameral." He felt that this difference would be "one of the most serious problems if the two schools ever meerge."

Kirkland's governing structure and the voice it gave students caused Hamilton men to question their own power. When Kirkland women first arrived, they were given the opportunity to establish their own housing regulations. At their first meeting they decided to have no parietal hours, a freedom unheard of at the time, especially at a women's college. After a week, men in the halls became an annoyance. At first Kirkland was a bit of a tourist attraction. Carloads of men drove around ogling and even camped in the lounges. "You could walk down anytime of day or night and get a date" said one Kirkland class member. Classes were cancelled and the women met again to reassess the situation.

When the meetings ended, the Hamilton *Spectator* wrote in its editorial, "Kirkland has finally set rules. It took them five weeks to do what Hamilton hasn't done in 136 years." Soon after, the Hamilton students began a campaign to have their hours and regulations revised.

Later when the Kirkland Board of Trustees announced plans to appoint students and faculty members to five of the Board's eight standing committees, the *Spectator* applauded repeating, "Kirkland has once more done in eight weeks what Hamilton has not done in over 150 years." The students rallied to ask their trustees to give them some voice also. Although the Trustees held an open meeting for students to express their views, students complained that the Trustees only sat and listened but would not communicate. They denied student requests for places on the standing committees, but three weeeks later Hamilton appointed three students to the Trustee Ad Hoc committee on Governance.

The *Spectator* summed up its feelings once again in a December 1968 editorial urging Kirkland women to take advantage of their opportunities and not succumb to apathy. The editors wrote, "Hamilton is changing and will continue to change but slowly, encumbered by the inertia of over 150 years. Kirkland is *now* what Hamilton can only grope towards and we are more than a little jealous..."

Hamilton and Kirkland Become One

Hamilton *was* changing during the late 1960's. Students at universities across the country were questioning the values of the world around them and Kirkland was a product and a personification of these times. The influence of Kirkland and the era in which it existed are difficult to separate.

Jennifer Potter Hayes says, "The highly romanticized times of the late 60's and early 70's certainly contributed to Kirkland's open image. Students on campuses nationwide were questioning many conventions of society; it was a time when many students openly experimented with hard drugs; and the Women's Movement was just beginning to gain momentum. So the excitement of the times amplified the experimental development and atmosphere at Kirkland. The two really cannot be separated."

Those times changed. While money was abundent in the 1960's, especially for innovative institutions, with the 1970's came the realization of limits and reaources. As the country became less idealistic and economic conditions worsened, student attitudes reflected these changes. Several professors note that Kirkland students of the mid 1970's were different from their pioneer sisters. Although they were still very bright and from comparable backgrounds, one professor describes them as "marginally less adventurous." There emerged real concerns among the students

At the 1972 Kirkland commencement ceremony, this woman took the stage to make a statement as any student was allowed to do. She yelled an obscenity and ripped up her diploma. According to a former professor, "she must have been angry about something." The father of another student was a photgrapher for *Life* magazine and happened to be in the audience. He snapped this photo and it appeared in *Life*.

with economic and job security.

Another factor may have been that Kirkland had become established. The Hamilton and Kirkland student bodies had become used to each other. Some former faculty members feel that the few remaining pioneers now chose to attend institutions like Colgate to become members of the first co-ed classes.

In addition, the commitment to co-ordination and the communication between the two schools declined. Babbitt points out that during the existence of Kirkland, Hamilton underwent a great shift in leadership, changing presidents five times during that period. McEwen's successors were not as committed to the ideals and innovation of Kirkland.

Anechiarico graduated in 1971 and when he returned to teach in 1976, he saw a decline in curricular cooperation and an unwillingness to cooperate on both sides of College Hill Road.He says, "Tension became less creative and more suspicious."

Most agree that while other factors contributed, money was the deciding factor in the decision to do away with Kirkland.In the spring of 1977, Kirkland requested a final grant from Hamilton of $3 million over the next 5 years in order to cover operating expenses and allow Kirkland to build its endowment. Hamilton had given Kirkland $1 million interest free when it began and four years later in invested an additional $800,000 on which Kirkland payed interest. In addition, it signed for $9 million dollars worth of construction loans from the New York State Dormitory Authority. To this request for a final grant, Hamilton said, "no."

Kirkland supporters protested that the Kirkland alumni were still young and not yet able to contribute the way Hamilton's alumni could. Others objected that by beginning Kirkland, Hamilton had an obligation to help it. Still others point out that at the time Kirkland was denied the loan, Hamilton was able and willing to undertake a $5 million dollar fieldhouse project. While both Presidents Carovano and Babbitt admitted that it would be less costly for Hamilton to give the loan than to merge the institutions, Hamilton was concerned with the long term fiscal viability of Kirkland.

One professor feels that, although money was the deciding factor, had there been a real commitment to co-ordination, the money might have been found. Hayes, however, feels the merger was inevitable. "Everyone saw the writing on the wall but few will admit it. There was no real hope; Kirkland dug itself deeper and deeper," she says.

Millicent McIntosh remarked, "We reflect the historical things that have happened since we were founded, both the disillusion with revolution and financial problems that have hit everybody."

The unfolding process of the merger is a story in itself. Kirkland supporters fought hard but it was decided in the summer of 1977 that Kirkland would not survive. Students marched down Fifth Avenue in New York in protest while many complained about hearing about the final decision not from the College but from the newspapers. When they questioned Carovano the following year about their lack of input, he replied, "There is almost nothing they could have done that would have changed the Trustees' minds. The only thing that could have changed the decision was a million dollar check. There was no way they really could have gotten involved."

The year 1977-1978 was a long and difficult one for both institutions. Students returned to school sporting t-shirts reading, "Hamilton and Kirkland. Living together better than being married." On October 8 the Hamilton trustees affirmed that decisions would be made from the perspective of Hamilton as the continuing institution and that aspects of the combination would be discussed but no longer negotiated.

On June 30, 1978, Kirkland was legally dissolved. Legally, the institutions were not merged but "amalgamated", meaning that instead of the two insitutions becoming one, Kirkland became a part of Hamilton. Many left with bitter feelings, especially tenured faculty who were granted four year appointments but were required to go through tenure proceedings all over again at Hamilton.

Most observers agree that women at Hamilton are better off because of Kirkland. Furthermore, the great majority of today's tenured women faculty members came from the Kirkland faculty. Instead of slowly integrating a few women at a time into a male insitution, Hamilton inherited a group of women with their own sense of identity. With Kirkland's demise, however, women also lost something. Anechiarico says, with Kirkland there was a "sense that there was a place that women on the campus controlled. That's really not there anymore."

Finally, Kirkland did, as McEwen hoped, shake up Hamilton. Little of Kirkland remains today; only a few professors, although still very active, remain, the Kirkland women have long since departed and the curriculum has been absorbed. The Hamilton that emerged in 1978 is very different from the Hamilton of 1961. As Jennifer Potter Hayes says, "We are not really 175 years old, but really only six or eight."

Lea Haber concludes her tenure as editor-in-chief with this year's Winter Magazine.

Confronting Acquaintance Rape

by Mark Green

Acquaintance rape is hardly a recent phenomenon.However,the idea that a rape can occur between two people who know each other, is only beginning to be publicly acknowledged. In light of recent studies, acquaintance rape has become one of the most important issues on college campuses around the country. Statistics suggest that students, primarily women, are frequently victimized in the college setting. Hamilton College is no exception.

REPORTING RAPE

Acquaintance rape, sometimes referred to as "date rape", is generally defined as an act of sexual violence committed against the victim's will by someone known to the victim. A recent *Ms.* magazine survey reports that "one quarter of women in college today have been the victims of rape or attempted rape, and almost ninety percent of them knew their assailants."

The survey reached over 7,000 students at 35 schools, making it one of the most comprehensive studies done on campus rape. The study found that 47% of these rapes were committed by "first or casual dates, or by romantic acquaintances."

"...one quarter of women in college...have been the victims of rape or attempted rape and almost ninety percent ... knew their assailants."

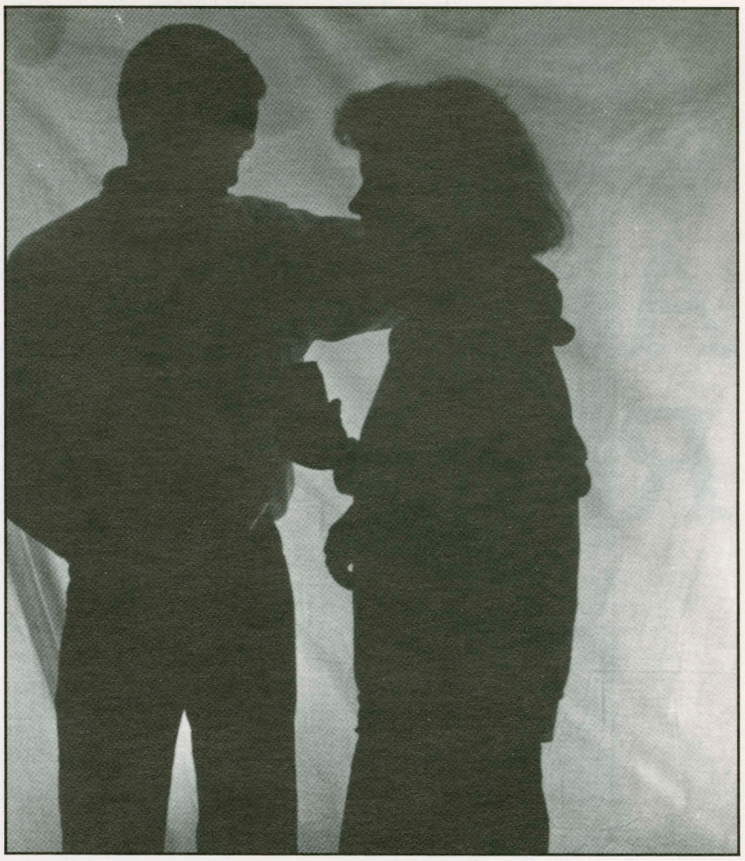
More than one third of the women in the *Ms.* survey did not discuss their experience with anyone and more than 90% of them did not tell the police. Mary Koss, a psychology professor at Kent State University in Ohio, believes that the victims' reluctance to report their experiences implies that "at least ten times more rapes occur among college students than are reflected in official crime statistics."

Part of the reluctance to report acquaintance rapes may stem from the victim's lack of faith in the justice system.Given the evidence, their lack of faith is justified. According to *Ms.*, "in a recently published study of jurors in rape trials, University of Illinois sociologist Barbara Reskin found that the jurors were less likely to convict a man if the victim knew him."

Women who do bring their case to court face tremendous personal trauma. A victim in court suffers what the *Ms.* article called a "triple victimization... not only is she attacked and then not believed (by the authorities), but she carries the added burden of losing faith in her judgement and trust in other people." Often the victim places the blame for an attack on herself.

Disbelief that someone known to the victim would carry out an act of sexual violence leads to an internalization process which ultimately ends in self blame. Jeopardizing one's reputation and facing the pain of letting others know about such an experience forces a silence. The psychological damage attributed to a rape often leads a victim to believe that it was bad judgement on her part if the rape was carried out by an acquaintance.

To encourage victims of sexual assault or intimidation to report such cases, Hamilton established the Sexual Harrassment Grievance Board. Samuel Pellman, who chairs the board, says one of his main concerns is that victims often wait too long to



report an incident, sometimes not until they are about to graduate. This results in a case which, because of the time elapsed, becomes obscured as facts and details are forgotten. Pellman states that "a big frustration is that people become afraid, they don't want to believe that it happened to them. The Sexual Harrassment Grievance Board is here for them."

Dean of Students Jane Jervis points out the extreme difficulties which arise when a rape case is brought to "trial."However, Jervis noted that "if you feel that you have been raped and you haven't said or done anything in form of protest during the incident, it is very difficult to convict the person of rape."

She also mentioned that she is "very, very concerned about the talk that nothing happens to rapists at Hamilton College. Such allegations are highly irresponsible, not true, and very damaging. What this means is that the people whose rights have been violated will be further reluctant to report such incidents because they will believe that nothing will happen. If people do not use such vehicles as the Sexual Harassment Board, then there will be no progress."

Students who believe that they have been harassed or assaulted must bring their complaint to a Board member.Cases are then dealt with through either formal or informal channels.A formal complaint is dealt with by all the members residing on the Board. An informal complaint can be made to an individual member of the Board. The case is then dealt with through informal mediation between the accused and the accuser.

PREVAILING ATTITUDES

Other findings of the *Ms.* survey raise some disturbing questions. One in every twelve men responding admitted to having committed an act that fulfilled the prevailing definitions of rape or attempted rape, yet virtually none of these men identified themselves as rapists. This finding is consistent with other studies on the subject. In one series of studies on male college students in the United States and Canada, 35% of the respondents said that they would commit rape if they were certain they would not be caught.

In a third study, half of the men interviewed gave an affirmative response when asked if they had ever "sexually offended a woman - attempted or completed a sexual act - not including sexual intercourse" when they were aware that it was against their partner's "will or consent." Women in the same survey answered "yes" 85% of the time when asked it they had "ever experienced any form of sexual aggression - anything clearly sexually oriented and clearly against (their) will - without (their) consent that causes discomfort."

These studies indicate that many men find some form of rape acceptable under certain conditions. The findings suggest that much more education is needed before both men and women in college have a similar understanding of the meaning of rape and that acquaintance rape is a very real problem. The fact that one in twelve men in the *Ms.* survey did not realize that they had committed an act of rape indicates some serious confusion among men when defining rape.

One student comments, " Acquaintance rapists need to realize that they have committed a crime or they have the potential of raping again. The perpetrators of such crimes need to understand that there is no right ever given to a man to have sex with a woman against her will."

If a woman decides to dance in a particular way, it does not mean she wishes to have sex with anyone who dances with her. If a woman decides to go to the room of a man, it does not mean that she is inviting him to an evening of sexual adventure."

ALCOHOL AND DRUGS

Alcohol and drugs are an important factor in acquaintance rape. In every study completed, the use of alcohol and/or drugs were shown to play a significant role in the occurance of date rapes.

In their extensive study on campus rapes, Julie Ehrhart and Bernice Sandler-Director of the Association of American Col-

lege's Project On The Status And Education Of Women write, "Men can drink with their friends and not worry about being taken advantage of. They are not victimized by friends or peers-they are not raped,sodomized,or otherwise violated. Women who drink do not have that luxury. If a woman should become drunk at a fraternity or other campus party, the men at the party have several options: they can choose to ignore her, they can help her, or they can exploit her. At too many college parties the men are choosing to take advantage of her."

A question often raised by those who are skeptical of such statements is "isn't a woman responsible for herself if she gets drunk?"This type of question misses the point that regardless of whether a woman chooses to become intoxicated, a man has no right to take advantage of that situation and especially when a person is not thinking clearly. Dean of Students Jane Jervis believes that, "In the case of acquaintance relations, it is his responsibility to be sure that she consents to sex as much as he consents to sex. If a woman is too drunk to say no then she is surely too drunk to say yes."

FRATERNITIES

While by no means the sole cause, a hard look at fraternity systems may be of importance when discussing the perpetuation. of myths and stereotypes at colleges and universities which often lead to acquaintance rape. Some experts feel that because a fraternity experience is an exclusively male living arrangement, the awareness on the part of members of the rights and feelings of women in determining their own sexual freedoms is an unimportant, if not absent issue.

In Sigma Phi Epsilon *Journal*, an article outlining the problems of rape on college campuses states that, "there are some social scientists who believe that a fraternity experience sexually biases a man against an appropriate view of women. Such opinion, if properly supported with examples of "date rape" and other socially unacceptable behavior, could easily spell doom for the future of the fraternity movement." Many believe that the fraternity systems ideals of brotherhood and support help cover-up the facts of a rape. In cases involving a fraternity member, a victim faces not just a single attacker, but an institution. According to Andrew Merton of the University of New Hampshire, "The (fraternity) system provides a facade of 'brotherhood' to hide behind while the victim remains alone against an institution."

Fraternities are not solely responsible for acts of acquaintance rape and gang rapes on college campuses. However, there is strong evidence that a significantly higher proportion of such acts occur in fraternity houses. Bernice Sandler, Director of the Association of American College's Project on the Status and Education of Women, feels that in light of recent studies done on acquaintance and gang rape, "rape prevention programs need to target high-risk groups, such as fraternities and athletes - the two groups responsible for 90% of the cases...uncovered."

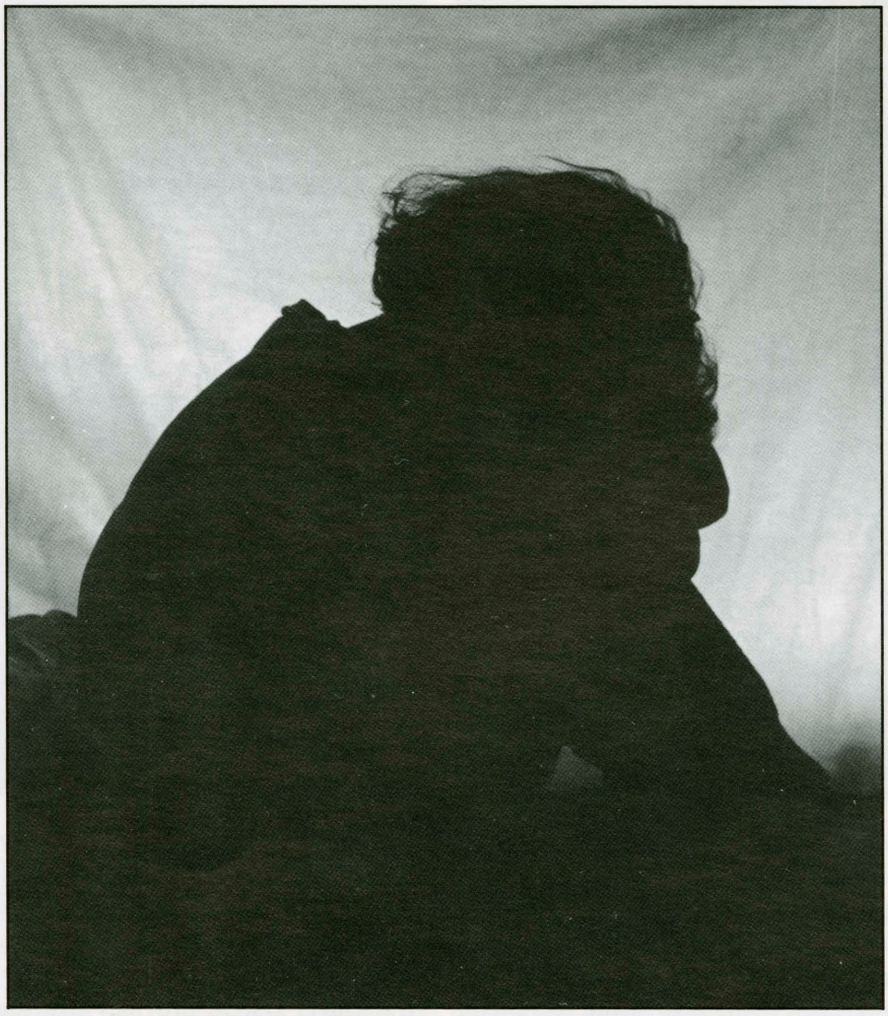
AS FOR HAMILTON

Where does that leave Hamilton College? Without actual statistics the community is left to assume that either Hamilton College is unique in that rapes do not occur, or, as is the case with other colleges and universities around the country, Hamilton College has a severe problem in that women are raped, often by someone they know, at an alarming frequency.

Dean of Students Jane Jervis says, "I would not be surprised that on any given weekend there are a whole lot of sexual acts going on without the consent of one party. Unfortunately they usually do not get reported."

Even incidents that are reported do not become known to the general community. While this may make the problem of sexual assault seem less real, Jervis believes, "In order to protect people, confidentiality must be upheld. If we start disclosing cases where there are sexual violations, the confidentiality of future cases will be jeopardized."

Hamilton College's administration is beginning to acknowledge



the problem of acquaintance rape. The "Acquaintance Rape Workshop" is a program co-ordinated by students with the support of the Dean of Students office and was made a requirement for all first-year students. The program involved the showing of three films depicting scenarios of date rape situations, made by students at Swarthmore College and the University of Arizona. The films were integrated with discussion of the issue of acquaintance rape.

One of the student described the workshop as "very informative... it made me realize that rape is not just an unfortunate incident that happens in dark alleys. I am now aware that rape, unfortunately, occurs here at Hamilton; and I am also familiar with how to avoid the situation and what to do if it happens to me or someone I know." Another said,"It made me aware of a problem I didn't know existed."

However others described the workshops as "a huge waste of time right before a midterm" and "I did not find these workshops beneficial. I don't see any point in making students aware of acquaintance rape because it is a question of morals."The workshops did generate more positive comments than negative.

The organizers of the workshop felt that a similar program encompassing more of the campus would be beneficial to the entire Hamilton community.

Tara Avruskin, Class of '87, is a member of the Sexual Harrassment Grievance Board and has been working with other members to enhance the Board's presence on campus. She is working with Jennifer Potter Hayes, Registrar, on an aggressive educational campaign akin to that of the Alcohol Awareness program of last year. She mentioned a possible visit by Andrea Parrot, a lecturer on sexual harrassment and acquaintance rape. Along with the other members of the Board, Avruskin is eager to continue the Board's efforts in education as well as the less-pleasant yet equally important task of dealing with incidents as they arise.

CONCLUSIONS

Acquaintance rape workshops will not solve the problem of acquaintance rape. The workshops may help people understand the importance of opening the lines of communication in sexual affairs. This may help prevent any problems which could evolve into a situation of date rape.

Jervis felt that it was a man's responsibility to become acquainted with changing attitudes about sex. She says,"many women are coming to a new realization of what sex means and what consent to sex means...As women come to new realizations and create new definitions of rape, men who engage in sexual practices that are customary do not see themselves as rapists because they have never engaged in violent acts."

As the disturbing statistics suggest, serious reevaluations of sexual relationships in the college environment are very much needed."

Mark Green, a sophomore, has been a regular contributer to the Spectator news and features departments and will continue to write for the paper in the spring.

Women of the Board:

Many Hamilton alumni have gone on to achieve success in a variety of fields. The Kirkland graduates, however, are by no means outshined by their male counterparts. Three of these women — Kathryn McDonald '73, Susan Valentine Annich '73, and Donna Sontheimer Acquavella '72 — have returned to the Hill as trustees. Recently, they reflected on their time at Kirkland, the changes which have occurred since and shared their feelings on being a trustee.

by David DeSantis

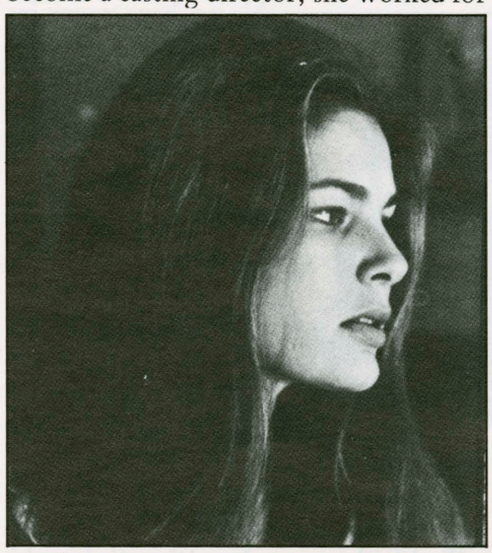
Donna Sontheimer Aquavella

One of the first Kirkland graduates to be nominated to the Hamilton Board of Trustees, Donna Sontheimer Acquavella became a member of Kirkland's charter class with little to count on but expectations.

Characterizing herself as lacking focus, as many high school seniors are wont to do, she heard about Kirkland through a college advisor at her school. Because practically nothing had been completed on the Kirkland campus at that time, all Acquavella had to rely on was her interview which she described as being "terrific". Truly impressed by the little she saw and heard, she matriculated at Kirkland in the following year to become part of Kirkland's charter class.

Acquavella took advantage of the arts facilities offered by both Hamilton and Kirkland. As a double concentrator in English and Drama, she took many Hamilton courses, including theatre courses from Edwin Barrett in Hamilton's Minor Theatre.

Her interest in theatre grew in college, and after graduating from Kirkland in 1972, Acquavella moved to New York City to find employment in the craft developed at Kirkland. With ambitions to become a casting director, she worked for several firms before realizing her goal at the Susan Smith Theatrical Agency.



(above) **Donna Sontheimer Acquavella as Donna Sontheimer, Kirkland student in 1972. Ms. Acquavella was a combined English and Drama major.**

Married in 1976 to an art gallery owner-director, Acquavella continued to work until the birth of the first of her two children. Although she spends much time in the gallery, she claims to be, "much more a mother than a full-time working woman."

While she chose a women's college, Acquavella never felt the strong draw to the Kirkland campus in particular. "I think that from the day it was built, it [Hamilton-Kirkland] was a coed school. There was no way to separate the two, and I think a good deal of the students felt that way."

As a trustee, Acquavella frequently talks to Hamilton's present students, mostly at trustee weekends on campus. "Personally, I would say that both women and men at Hamilton today are really the same sort of people that were there when I went to school. Of couse, the times have changed. That's what makes the difference.'

Like her counterparts, Acquavella feels that Hamilton is still growing into its coeductional status. "The input of women is quite recent," she points out. She also mentions the existence of a strong women's athletic program as a major gain since the merger.

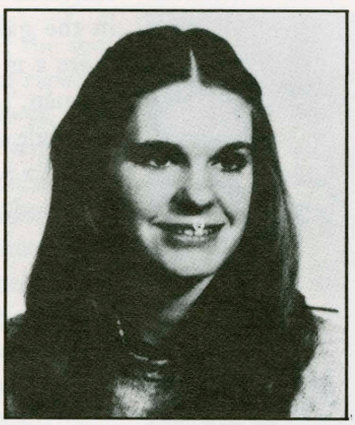
Acquavella has been a member of the Hamilton Board of Trustees since 1984. Being a member of several boards of directors in New York she is accustomed to the responsibilities of such a group. "It is a great honor," she says, "If I hadn't been familiar with what a board does, I'm sure it would have been quite an awesome thing. I must say that of all the boards that I am on, Hamilton's is truly the most impressive. It is a fine group of very talented people."

Nevertheless, Acquavella sees room for improvement. She claims that the board ought to be doing a better job in communicating with Hamilton's students. "We don't do enough. We have a dinner meeting with the seniors but that's not exactly the right atmosphere for discussion, and the seniors are leaving anyway. We should be meeting with the sophomores, who have been at Hamilton for a year to get their impressions, and with the juniors who are really the most experienced." Acquavella notes that as the college grows so too does the Board of Trustees. "It [the board] moves rather slowly," she laughs, "sometimes I think they need a fire lit under them, but we are doing a good job."

*(top)***Acquavella, a member of several boards in NYC is familiar with procedure but calls Hamilton's board "the most impressive."***(below, left)* **Susan Annich.** *(next page)* **Twenty years later.**

Susan Valentine Annich

Susan Annich, a member of Kirkland's second class, had aspirations after high school of becoming a writer. For that reason, a school such as Kirkland which utilized written evaluations instead of grades seemed to be the perfect opportunity to receive constructive comments on her work.



Annich, like most early Kirkland students, had her interview at Hamilton due to the lack of facilities. "All I remember is mud," she says. Students were interviewed in a mock-up of a Kirkland dorm room and were shown a model of the campus as it would appear when completed.

Unlike some Kirkland women, Annich took few Hamilton classes. At the time, Hamilton and Kirkland offered quite different curricula and Annich found that her needs were best served by Kirkland's faculty. "I did take one or two religion classes at Hamilton but I really came for what Kirkland had to offer," she explains.

While at Kirkland, Annich became involved in a number of activities including honor societies and a student, faculty, administration planning board. "The planning board was very exciting" she remarks, "It was terrific that students were able to have some input."

She feels that many of today's Hamilton students seem to have a clouded, or somewhat stereotypical image of Kirkland women. Annich remembers, however, that "Kirkland tried to strive for a very diverse student body. Even with such a small number of students, it was really quite a diverse group." Today's students often associate Kirkland with the radical zeal so prevalent in society at the the time of its existence. In Annich's view, "Because we wore 'muck-kicker' boots and hard hats, people saw the image of Kirkland women as survivalist. Really it was more from necessity than choice. There were all types of people at Kirkland. In fact, there were many 'preppie' folks."

Contrary to reports of some Kirkland women who felt open hostility from their male Hamilton counterparts, Annich had "no particular memories of strife. Of course Kirkland was new, it would take some getting used to, but men then were not different from men at Hamilton now."

In the early days of Kirkland, because athletics were overlooked in favor of first strengthening the academic power of the college, women's sports teams were nonexistant for several years. Annich, an avid tennis player, made the best of the situation by practicing with the men's team on occasion. "I remember that the coach was somewhat chagrined but I don't think any of the players had a problem with it," she recalls.

In somewhat of a self-proclaimed "hypocritical" move, Annich graduated from the evaluative, no-grade Kirkland in 1973 to take a position at the Educational Testing Service in Princeton, New Jersey

where she continues to work today.

Starting out in test development, she was part of the group responsible for the creation of secondary school tests. Later, she moved up and "began to find enjoyment in the management sector." Annich is now a division director at ETS in the School and Higher Education Division. Although somewhat sidetracked from her college goal of becoming a writer, Annich finds her work interesting.

Her nomination to the Board of Trustees was preceeded by many active years as an alumni fundraiser. "It was quite a surprise, but certainly I was very honored," she remarks. Annich feels that her connection to the Hill was an important one, one that she could strengthen as a trustee. "I've only been on the board since 1985, but I'm very honored to be working with such a talented group of people," she adds.

Annich explains that her roles as a trustee is one of shared responsibility. "We can not be here every day. An equal amount of responsibility for the well being of this college rests here on the hill. It rests with Martin and his staff and the faculty and students as well." About the trustee-student connection she says "I think that it is important to let the current student body know that trustees are people. I know it is frustrating for students to come before us to explain problems that they see on campus. They prepare for weeks and speak with great passion and because we are a board it is impossible to respond directly with an answer. That is the nature of a board. I hope that students realize that we do listen and understand what they are feeling."

In order to talk to the students directly, Annich often arrives on campus a day or two before trustee meetings, "just to walk around and talk to students...to get a sense of how they feel...to get a sense of the pulse of the campus." She adds that "students are rather surprised. Someone in the coffeehouse might ask, 'You're a trustee?' I like talking to them."

Annich foundly remembers her stay at Kirkland but also sees benefits of Hamilton as a coeducational college. "I think it is a fortunate thing that Hamilton is coed. It is true that something special was lost in the merger, but Hamilton gained as an institution," she says, "There is a smaller role for the single-sex college today. As a coeducational school, Hamilton-Kirkland is better able to utilize its resources." Annich feels that as a single entity, Hamilton can offer the resources on both campuses equally including Kirkland's art facilities and Hamilton's science facilities.She also includes the acceptance of women's athletic teams among the benefits.

As for Kirkland, Annich said that she hoped that the coed Hamilton would continue to remember Kirkland and try to grow with the same spirit of enthusiasm and positive energy. "It was a constructive, and productive atmosphere. Perhaps zingy is a good description. Many of the good things about Kirkland remain on the Hill today."

Kathryn McDonald

Kathryn McDonald, a native of Indiana, Chicago and then Connecticut arrived with her parents at Kirkland for an interview on one of those cold, gray and wet November days that all Hamilton students are intimately familiar with. The Kirkland campus, at the time consisted of three dormitories, A,B, and C, now known as Major, Minor, and McIntosh. As the major academic buildings were in the early stages of construction, all classes were held in the classrooms on the ground floor of the dormitories.

"What I saw were the globe lights all lit up, the three dorms, construction surrounding them, mud, mess. I saw muddy hiking boots and bicycles, and it was the bicycles that attracted me. The thought of these young women being spirited enough to bring their bicycles to a muddy place like this and to create a college just excited me beyond anything I had seen," she remembers. McDonald enrolled in Kirkland's second class, graduation in 1973.

The "warmth and enthusiasm" of fellow students and faculty members impressed McDonald. The architecture of the college itself reflected this enthusiasm, "we loved the bright colors, we all felt special attachment to the buildings. It was a exciting atmoshpere," she recalls.

McDonald became an active member of the Kirkland community and benefitted from the close proximity of Hamilton as well. "What attracted me actually was both Hamilton and Kirkland. On one hand we had an established college and all the strengths and facilities that it had to offer, and the enlivened sense of vitality, the 'newness' of Kirkland. It was really the best of both worlds," she says. Cross registration between Hamilton and Kirkland enabled both men and women to obtain a wider variety of courses. Hamilton benefitted as well as the new college through access to Kirkland's strong visual arts and social science departments.

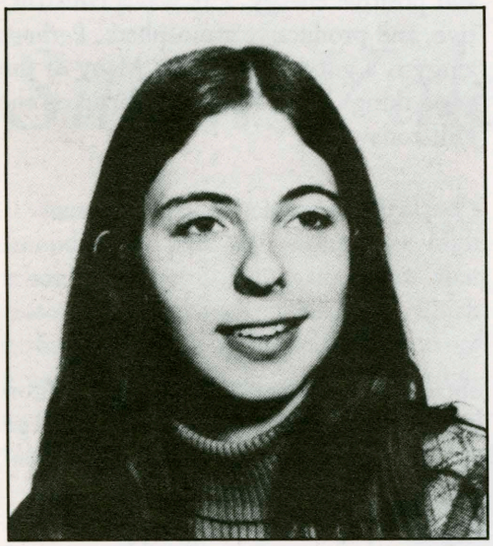
After her graduation in 1973, McDonald obtained a position at McGraw Hill Publishers in New York City. She then obtained an M.B.A. in Marketing and Finance at Columbia several years into her career. Following the completion of that degree, McDonald returned to her native Chicago to work at the Tribune Company. From 1983 to 1986, she was associated with AT&T corporation in Consumer Marketing, and has recently joined Time-Life Books in Marketing Management.

McDonald's lasting concern for Kirkland and Hamilton was the impetus for her invitation to join the college's Board of Trustees last year. A former president of the Hamilton Alumni Association,

McDonald actively participated in alumni activites for Kirkland and then Hamilton, and was also involved in Career Counseling for students. Along with another Kirkland alumnae, she began the Kirkland Alumnae Association Newsletter. McDonald was also the organizer of Kirkland's Charter Class 10th Reunion in 1982.

"...fitting change has to be an evolutionary process."

McDonald calls her appointment to the Board a "great honor." As one of Hamilton's newest trustees, she admits that she is "still learning" about their special roles. "It is a special role because *all* of the aspects of the life of a college are important to a trustee. Although previously, I had been involved in a number of activites connected with the college, I had never integrated my perspective. I think we have a very careful role, a guiding role,



governing only in the sense that there is great concern for the well-being of the college," she explains.

McDonald views this role as an enjoyable one and welcomes the chance to meet with present students and faculty while watching as the college evolves further. "It's rewarding, I'm very privileged to be a trustee," she adds.

In contrast to many students' stereotypical view of the Board of Trustees, McDonald characterized the Board as "a group of people representing diverse perspectives although they have in common their close connection with the college." Women have been a part of the board for quite some time although their number is still rather limited. Hamilton has had women on its board as charter trustees since well before the merger and, Kirkland had several women on its board. Since the merger several appointments to Hamilton's alumni trustees have been offered to women. McDonald feels that the board is very open to female perspectives. "I've been openly...heartily welcomed, and that makes me feel glad. I'm one of a few women, there aren't that many of us, abut I think that the same welcome and enthusiasm for our ideas would be there regardless of our number."

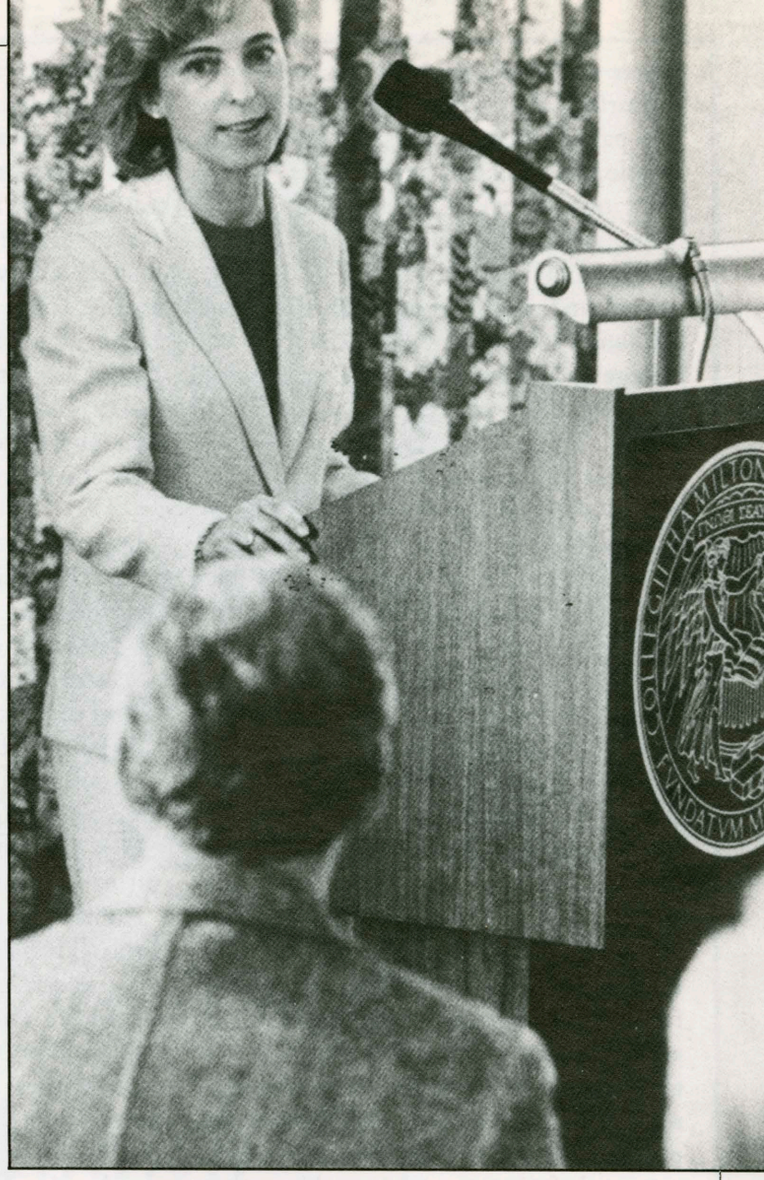
McDonald explains that Hamilton is just as dynamic today as it was ten and twenty years ago. "Varying perspectives are beginning to exist in greater degrees." She says, "I think all aspects of the college are changing However, fitting change has to be an evolutionary process. This evolution is helped by the particular students, faculty, administration and trustees, but it goes far beyond the individual personalities involved."

McDonald feels that this evolutionary process towards coeducation needs to be continued. "We've made great strides, there's no doubt, but we still have a long way to go. In a way, Hamilton ten years later is still becoming coed. It's a dynamic process and the task of guiding such a complex institution forward is a great challenge."

McDonald sees several areas where increased change is needed. She asserts that "Many people, I think, feel that Hamilton is still lacking a sense of community and identity. While the process of combining the two schools was difficult, the process of harmonizing is still continuing. I don't know if women have found their full identity here yet." She expressed praise for the significant progress that students, faculty, and organizations have made and encourages members of the community to continue to work toward these goals. "Unique solutions can and should be brought about by any member of the community," she says.

Reflecting on nearly twenty years of involvement on the Hill, as a student, concerned alumnae, and eventually trustee, McDonald is pleased with the overall growth of Hamilton. She concludes, "The founding of Kirkland, the merger, and today...they're three very different points in time, in history actually, where there were different sociological, economic, and psychological patterns that were in place. I think you have to take each point for Hamilton in the context of the time in which it existed...I'm very proud to be involved with this college."

Junior Dave DeSantis has held features and managing editor positions on the staff. He will continue this spring as "technical editor" and right-hand person to Tom Kuck.



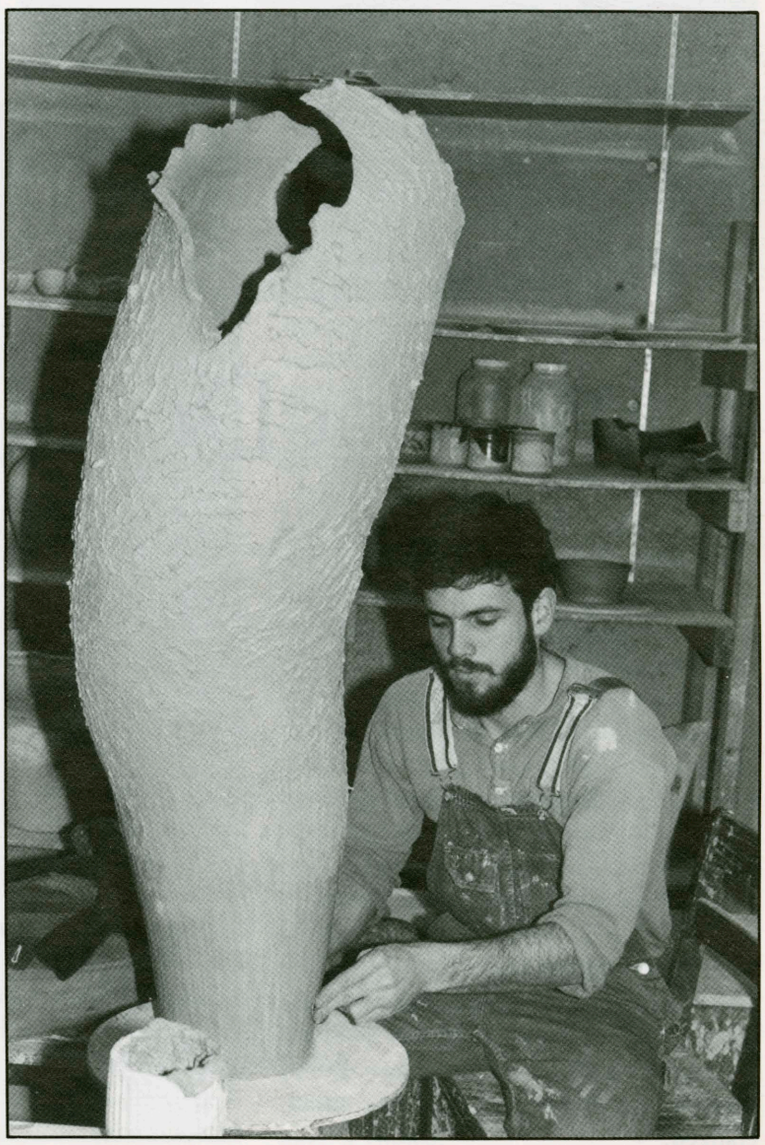
(above, right) **McDonald addresses a group of Hamilton alumni as a new trustee.** *(left)* **McDonald as a "Kirkie" in 1973.**

The Senior Gallery

Although senior projects may soon be mandatory for all Hamilton students, they are already a popular option among Studio Art concentrators. *The Spectator* takes a look at six of the senior artists who have been working independently this winter.

by Jean Leverich

Trevor Tait

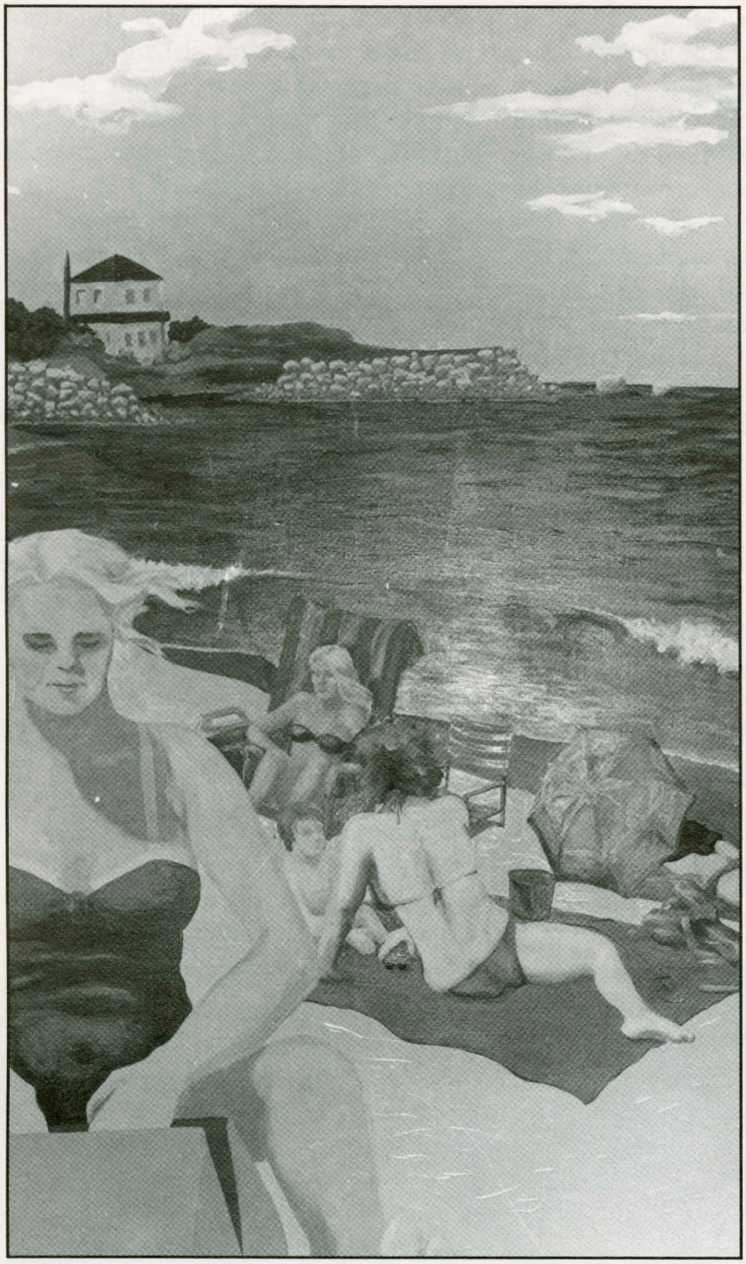


Trevor Tait is the only art major working in ceramics and sculpture this year. For his senior project, he started with vessel format. He describes his current project as "some form of container, I want a real, rough organic feeling of something that's been sitting around for ages or growing somewhere."

Lately, his forms have become freer, "not as tight or as regular, they bulge and tilt." Although he began his work by throwing the basic form, he now uses coiling because "it's all handbuilt, which gives more freedom."

Last semester, Tait did an independent study in wheelwork. He created functional pottery items such as plates, bowls and teapots. "A pot that works very well is hard to do," says Tait, "I learned a lot...you have to be repetitious in working out sets of things."

A Geology minor and avid member of the Hamilton Outing Club, Tait says, "I'm trying to put across some kind of feeling you get from a piece, an attitude - a natural thing, something connected to the earth."



Amy MacDonald

Amy MacDonald's senior project in oils attempts to portray the shadows and gestures of crowds of people. So far, she has done a self-portrait with peple in the background, but says, "the people in the background took over the picture." An earlier work depicts a beach scene in which she has "tried to capture the gestures of people watching people" and a landscape with "kind of obnoxious colors" that "make things look even worse than they do."

"I try to capture all the little things you see all the time," she explains "And with my painting, I'm exploring the tackiness of the crowd deal.The crowds are full of cheapness, everthing has been commercialized."

How did Amy MacDonald decide she wanted to paint? "I really want to paint. I've always loved it," she says simply, "I loved being sent to my room when I was little because I'd draw and paint. It's always been a comforting thing to me."

MacDonald grew up in Clinton, and recalls Mr. Penney, a professor of Art at Hamilton before the merger with Kirkland, as "one of my idols." Penney painted the mural "Four Seasons at Hamilton" which now hangs in the Dwight Lounge of Bristol Campus Center. "I did my first oil painting with him," says MacDonald, "I was the artistic daughter the Penneys never had."

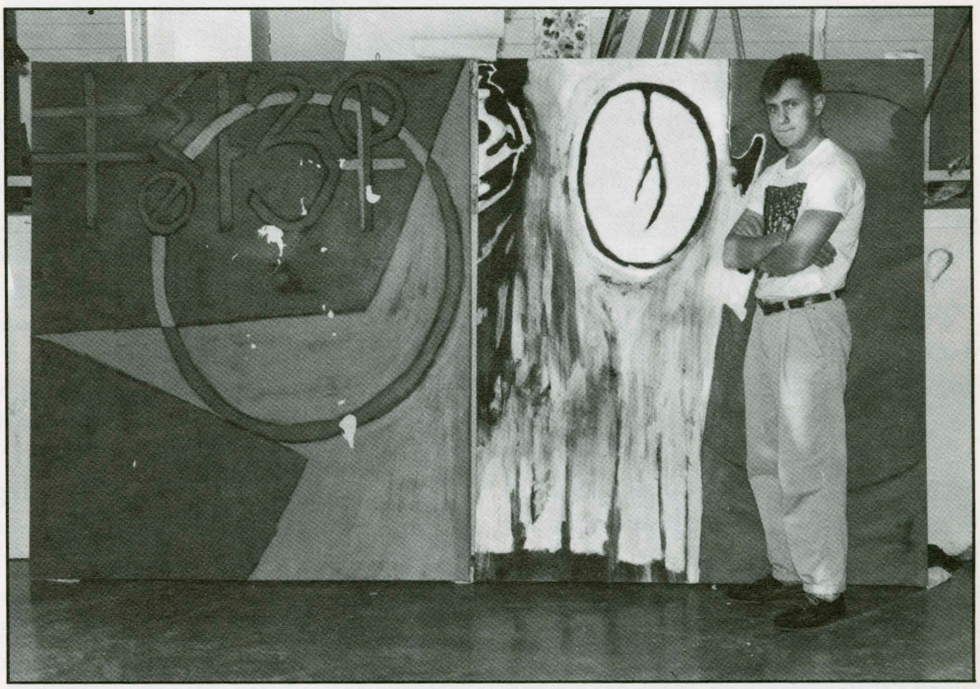
Last year, says MacDonald, was the first time she realized that "this is something which makes me really happy and I'd like to be doing it the rest of my life." When she studied with Mauricio Lisanski at the University of Iowa, her teacher told her, "You can either grow up and get married or be an artist."

MacDonald is certain she would like to continue her art after graduation, and has looked at graduate programs in Boston. One option, she feels, is to get her master's and teach, which would give her time for her own painting. Another option is advertising, which she'll "probably try for a few years." She has also thought about teaching prep school. "I keep switching my mind," she explains.

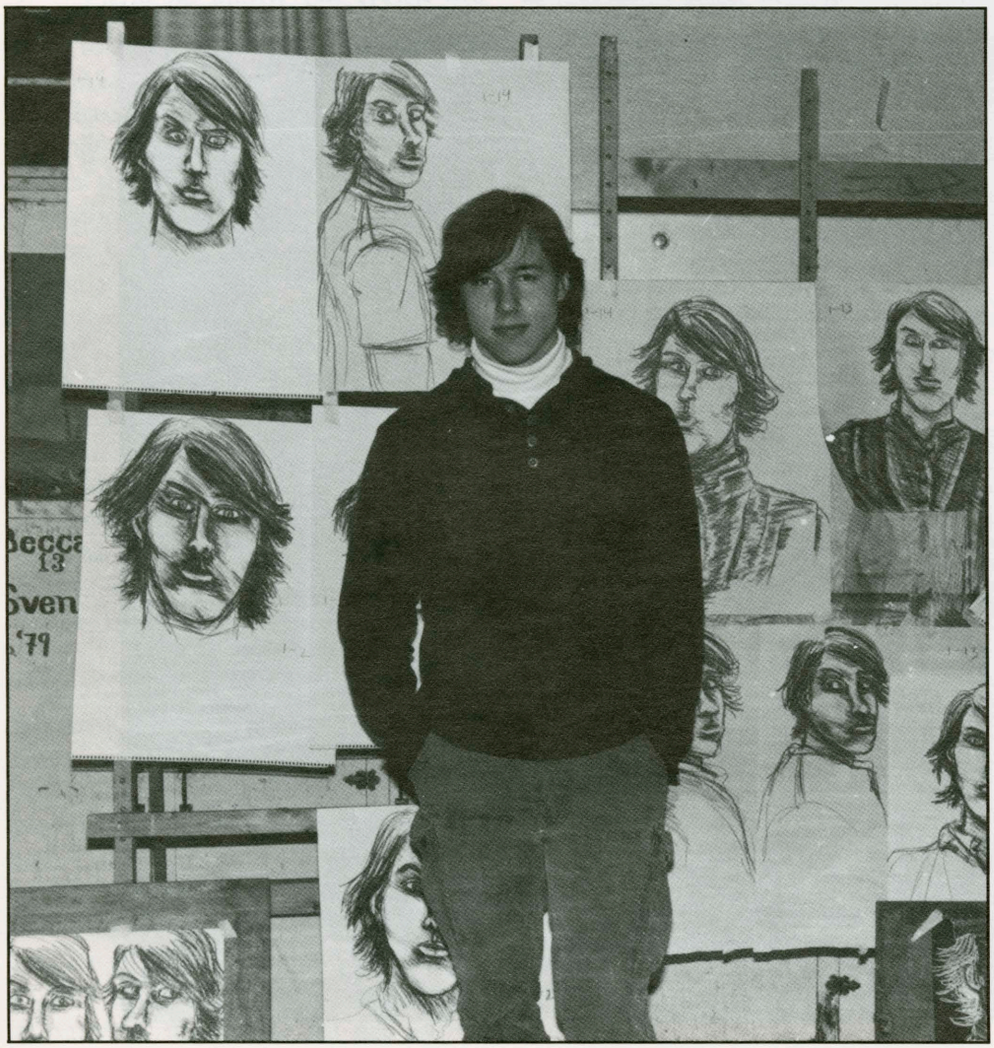
Ted Ferrara

Ted Ferrara, who switched from a writing major this fall, has always drawn and painted. His current paintings show the influence of advertising, he says, in "the way images change quickly, how visual they are." Included in his works this fall, which often use two or three canvases each, are "symbols that are not really symbols, they don't mean a thing - kind of like advertising - you don't have to rely on the symbols to understand the piece."

Like advertising, he enjoys doing "things pretty big because I think they have more impact..kind of a billboard idea." He works with stimuli that we respond to daily; blending words, language and pictoral ideas into the background. Expalins Ferrara, "I see images as unit, it's unconscious - I leave interpretation to the observer."



Brad Didrikson



Brad Didrikson, who is a double major in Art and English, declared too late to do a senior project. Instead, he did an independent study last fall in intaglio printmaking and is doing another study this January term. Didrikson says of his fall project, "It was supposed to a study of myself, not concentrating on realistic or traditional self-portrait, but fantasy." His four final plates deal with the themes of isolation, anger and frustration.

He is building up his portfolio with intent to go to art school, but his "eventual goal is to be an illustrator of children's books, to both write and illustrate them." Another possibility for the future is teaching high school art, for which his major will certify him.

This January term, Didrikson is doing "the same thing I did in the fall but with drawing." He is concentrating on anatomy - traditional self-portrature, realism with use of mirors and studies of hands and feet.

One of his main influences has been the work of Albrecht Durer. "I really like pen and ink and surrealist kind of stuff." He enjoys psychological probing in art and says, "I'm a book fiend, so a lot of my themes come from that. I do research in philosophy...that's what I read when I have a choice."

Phyllis Trowbridge

MacDonald shares her studio in List with two of the other art majors featured, Phyllis Trowbridge and Beth Ivers.

Trowbridge is working with painting, especially concentrating on landscapes, for her senior project. She hopes to do an independent study in printmaking in the spring.

Trowbridge describes herself and her work as realistic and says she has been drawing from age five or so onward. "I've always had a little encouragement and that kept me going." She exhausted her high school's offerings, and when the time came to go to college, she wasn't sure whether to go to an art school or to a liberal arts college.

"Last fall, I went to a small place in Southern France, the Cleveland Institute, where I studied drawing, printmaking and photography,' says Trowbridge. "And that definitely got me more into the Art Department here." She believes that as is true with many things, you get what you put into something, and although she acknowledges that Hamilton is not known for its Art Department, she knows she accomplished a lot through it. "Going abroad gave me appreciation for the Art Department," she says. She became more serious about art in France when she worked closely with "people who were also serious," and she feels she's worked harder in the last year and a half since she's been away.

Trowbridge "definitely" likes two-dimensional more than sculpture. "I have a lot of detail in my work," she says. "I use a lot of line work." She is not getting credit for her senior project work because she has taken the maximum number of art course the department allows a concentrator. "I'm working for the senior show in the spring,"says Trowbridge, "and I'm working for myself." Painting and printmaking are different in many ways, but Trowbridge loves them both because "I can draw with them."

For her senior project, Trowbridge began working with broad landscapes in both painting and printmaking, but soon found it too difficult to concentrate on both. She did not finish a single print, but decided to focus on painting. She has done a couple of beachscapes and a scene of early fall on campus. "Practically everything I do has trees in it," she says. She is not sure precisely what landscape she wants to do next, although she thinks she might keep in touch with the seasons. "I might try a snowscape, but right now I'm working on a beach." In the long winter months at Hamilton, Trowbridge uses photograps on which to base her beachscapes.

In retrospect, Trowbridge is glad she came to a Hamilton. "I think I got the most out of the art department and had the best of both worlds." She doesn't wish she went to an art school because she wants to eventualy do graduate work and get her MFA. "If I'd gone to an art school, maybe art wouldn't be so therapeutic as it is for me here, or it might be a chore." Without a doubt, Trowbridge wants to continue with art, saying, "That's what I enjoyed most about school, what's been the most successful." Trowbridge really would like to illustrate, "but that's freelance and hard to start out with." She knows that she will always stay within the arts.

Beth Ivers

The third woman who shares the studio, Beth Ivers, also works in oil painting for her senior project. While MacDonald concentrates on gesture and portraiture and Trowbridge on natural landscapes, Ivers focuses on still life, what she calls "very ordinary things, dishes and glasses." She is most interested in working with color.

During the senior project says Ivers, "All of us are just trying to develop our own styles and to get to the point where we like most of the stuff we do." Ivers acknowledges that it takes many years to develop a personal style, and is sure that although she'll make personal progress, she won't "create a perfect still life in a year."

Here at Hamilton, she says, she's taken the "drawing and painting route," concentrating mainly on design and color. In her still lives, Ivers wishes to capture a mood. "There's something which draws you to a specific area," she says, but the exact something is difficult for her to explain in language. "I'm intrigued by everyday objects, and it seemed simplest to capture my experience in still lives, something which all people can relate to."

Historically, painters have begun their careers with still lives, and "once you create a perfect still life," says Ivers, "your're on your way" to becoming an artist. Still life is kind of a misnomer for the paintings because the everyday objects Ivers paints do not stay still for her. "What you see in a still life changes as you look at it, from morning to nighttime. If I begin a still life in the morning and come back to it in the dark, sometimes it's an entirely different painting" from when she began it.

Ivers, whose father is an artist, has "been in art classes since I was two...art is something I've always done." Her high school art teacher motivated her to study art seriously, she did a senior project in high school and also had a show. "If I hadn't had that teacher,' says Ivers. "I probably wouldn't be painting." She came to Hamilton with a large interest in art ("once you're hooked on the stuff you can't drop it"), but initially became a government major. She did not add the double major in art until her junior year, when she decided she had a "big interest in doing the senior project."

Her sophomore year here, Ivers did a senior project in color and design. She is unsure of what will become of her senior project, as she does not "have a concrete goal of fifteen paintings." Her project evolves and changes as it goes on, she says, and "I'm just trying to somehow combine color, form and technique." Ivers says it's "most gratifying when you feel you've hit the nail on the head," but she laughs and says it does not happen often enough.

From an artist's perspective, says Ivers, liberal arts if best; art school can be limiting, although the students might be technically better. "everything," says Ivers, "ties into the art, literature, art history, intertwined. A liberal arts education gives you the ability to communicate well."

Ivers has worked in a museum for the past three summers and would like to do gallery work. "I love people and other artists and I'm also realistic enough to know I can't pay rent by painting now.

Ivers has been influenced most by Fairfield Porter, a twentieth century artist who "works with very ordinary scenes, primarily with light and color. What you see is what you get." Ivers is interested in the asthetic aspect of art, "that it be beautiful to the eye and quickly pleasing," says Ivers. "So that a three-year-old could look at it and say 'that's a pretty picture."

"Probably my most favorite thing is looking at other people's still lives," says Ivers. She hopes to be painting her own (not only still lives) in the future.

Jean Leverich, a senior, was last semester's Art Editor and has written many articles for the Spectator including last year's Winter Magazine.

An American Sports Dream

Most of us dream at one time or another of being a sports star. Shooting the winning basket from the top of the key as the buzzer sounds. Sprinting past the field on the final lap to win at States. Skating the length of the ice and slapping the back of the puck into the net. Sometimes, individuals come along who live out these fantasies and dominate a sport. Babe Ruth and the 1927 Yankees. Roger Staubach and the Dallas Cowboys. Fortunately we have among us such a legend. As the faithful wait for the snows to dissipate and for spring to bring us the mighty clang of his aluminum bat, we offer this look at Dave Clifford.

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The batting ritual begins as the polyester prince straightens his helmet, tightens his batting glove, and drops a deft hand to adjust his own vital equipment in the true spirit of baseball. This is a man in love with the game. This is a man in love with himself.

He appears ready for the pitch, but steps out, and again glances around the stadium. With tears in his eyes, he swallows hard in an attempt to clear the lump from his tightened throat. He squeezes the sticky handle of his war club. He knows he means everything to these people. His people.

Behind him, a freckle-faced boy shifts, and moves to the edge of his seat. Our hero, sensing concern, turns to face the child. With a wink from his idol, the boy sits back and relaxes, knowing everything is under control.

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As the ball is returned to the mound, Dave remains still, looking through the pitcher's eyes into his mind.

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"Atta boy. That's the 'ol pepper! One more and it's Miller time!"

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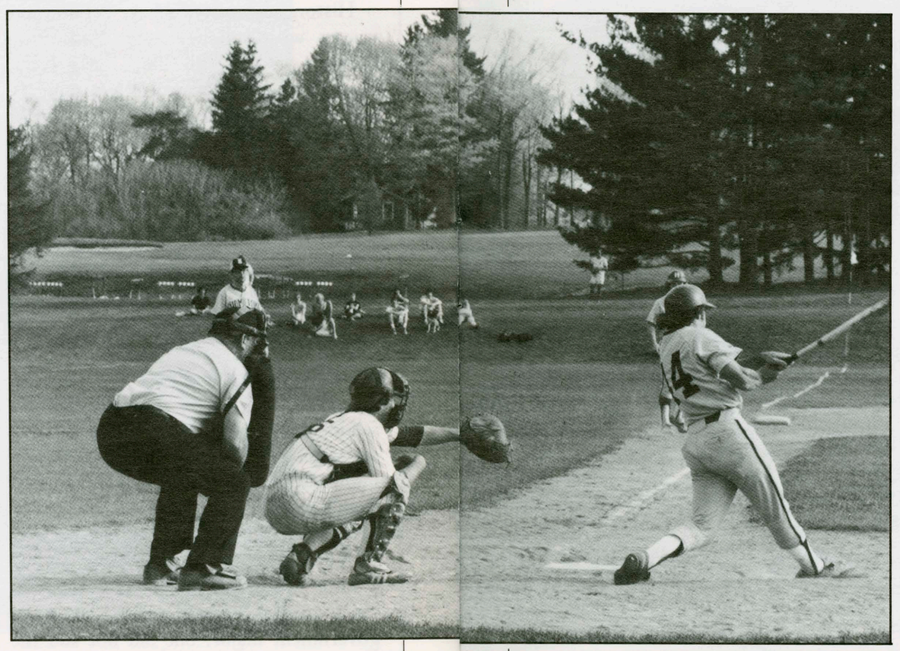

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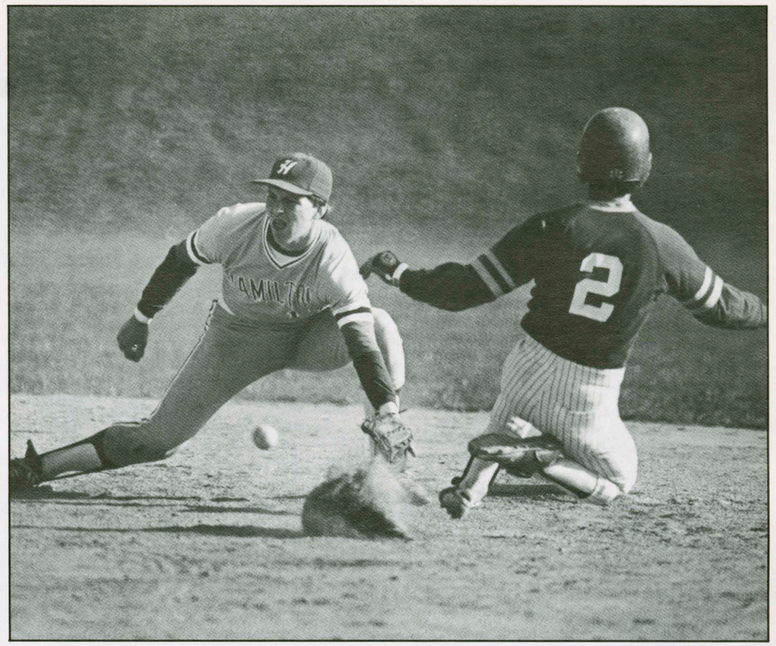

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Since his arrival at Hamilton, Dave has led the nation in batting average and fielding percentage for three straight years. He has single handedly led Hamilton to the National Championship in his sophomore and junior years. He has been able to maintain a 95.82 grade point average during his three and a half years at Hamilton, while also travelling around the country for public speaking engagements. His Pulitzer Prize winning book, *Dave: Story of a Winner* has been on the New York Times best seller list for over a year, and a screenplay is in the works. Most recently he came out with a brand new fitness video.

There is no doubt that Dave should carry the team to this year's NCAA championship, and following graduation Dave has absolutely no plans.

Pat Coyle and Pete Haeffner took over last fall as sports editors. Responsible for the "Fightin' Cats" label for the Hamilton football team and for many a clever caption they will continue to run the Sports Department this spring.

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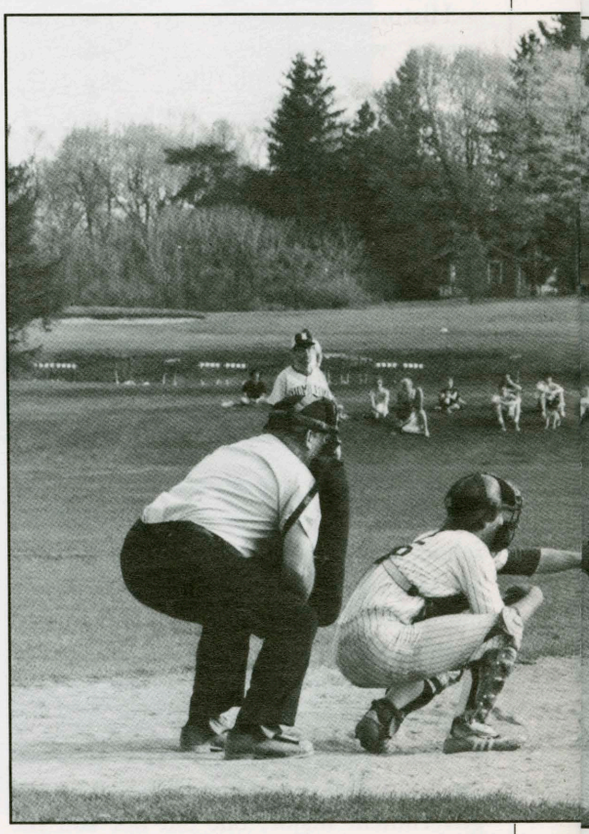

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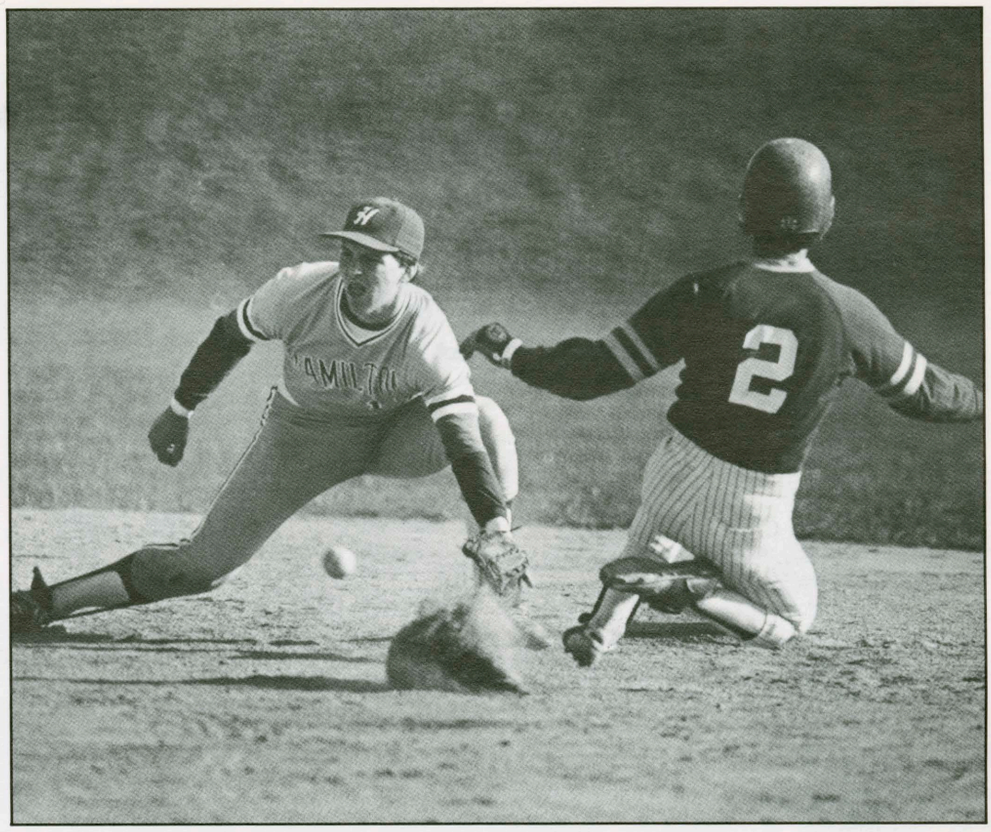

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"You know," Dave admits, "wherever I go on this campus, I'm always stimulated."

With the arrival of the "baseball messiah" to the Hill, fans of Hamilton rejoiced. Says coach D. recalling that fateful day, "Dave is a Godsend. He's so good at so many things, it's hard for him to concentrate on just one. I mean,, he can do it all."

Since his arrival at Hamilton, Dave has led the nation in batting average and fielding percentage for three straight years. He has single handedly led Hamilton to the National Championship in his sophomore and junior years. He has been able to maintain a 95.82 grade point average during his three and a half years at Hamilton, while also travelling around the country for public speaking engagements. His Pulitzer Prize winning book, *Dave: Story of a Winner* has been on the New York Times best seller list for over a year, and a screenplay is in the works. Most recently he came out with a brand new fitness video.

There is no doubt that Dave should carry the team to this year's NCAA championship, and following graduation Dave has absolutely no plans.

Pat Coyle and Pete Haeffner took over last fall as sports editors. Responsible for the "Fightin' Cats" label for the Hamilton football team and for many a clever caption they will continue to run the Sports Department this spring.

The Roots of Protest

by Thomas A. Kuck

In recent years protests and demonstrations have gained a growing amount of support and attention at Hamilton. The protests have not only been aimed at conditions on campus but address the broader issues of sexism, racism, gay rights and anti-militarism. But despite Hamilton's staid, conservative reputation, student movements are not new to the Hill. The issues and degree of organization may be changing but there exists a long and varied tradition of protest at Hamilton.

The Early Years

Student participation in the abolitionist or women's rights movements that swept central New York during the first three decades of Hamilton's existence was discouraged by the college. In the 1820's, attendance at a Utica lecture concerning one of these topics could lead to the "rustication" (two week expulsion) of the student involved. The only social cause students were allowed to participate in was the temperance movement, which gained some degree of popularity in the 1830's.

Such rules did not deter active student protest of conditions on campus, however. According to the biography of Edward "Old Greek" North, a professor at Hamilton for many years, his first day of lecturing (in 1844) was disrupted when the students "undertook to show their disapproval of Doctor North's appointment by 'rowing' the fledgling professor in the classroom."

An unpopular professor might be locked out of his class, or thrown out the window by his students. In 1823, students went so far as to drag a small cannon up from Clinton and use the weapon to destroy the door, windows, and furniture of a tutor's sitting room.

Faculty were not the only target of student discontent. When college president Henry Davis reduced Christmas recess to just one half day off on December 25, the sophomore class decided to lock the class's door against their instructor in protest.

Obviously, the early students on the Hill were not more timid than their modern counterparts nor were they ignorant of the events taking place in the world around them. However, their protests were directed toward the conditions of life in the small academic community and did not, even by the turn of the twentieth century, address larger social issues.

Compulsory Chapel Attendance

Naturally then, the issue that first primed the student body for protest regarded not national but college policies. *Hamilton Life*, the college paper, records students dissatisfaction with compulsory chapel requirements as far back as the 1900's.

Blazers and barefeet gathered on the Village Green in 1970 to protest the Kent State killings and the invasion of Cambodia.

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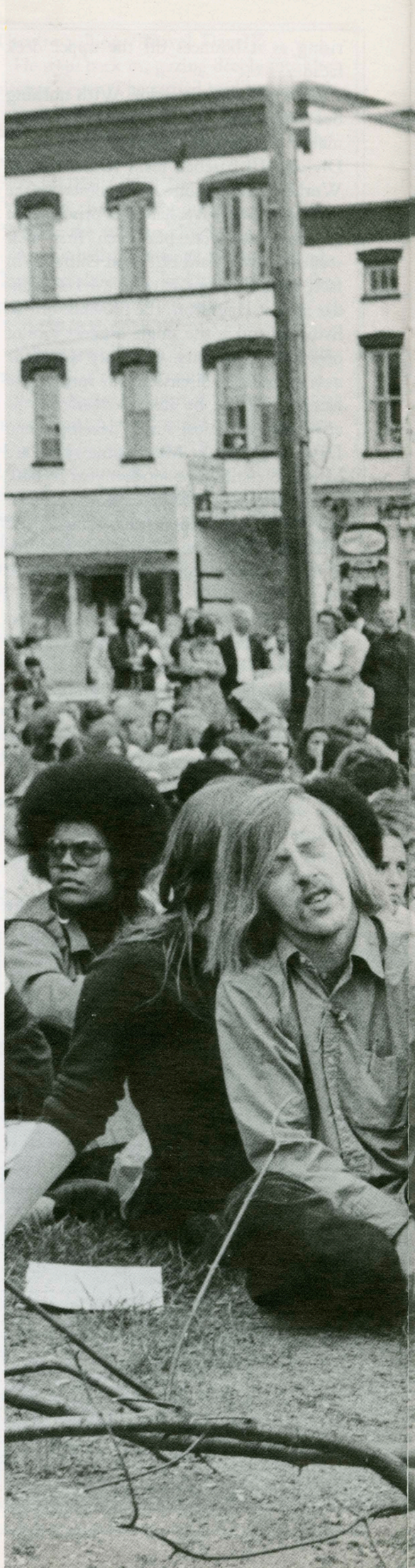


Blazers and barefeet gathered on the Village Green in 1970 to protest the Kent State killings and the invasion of Cambodia.

FORDS

Students had to rise early each morning for chapel service since attendance was carefully recorded and four chapel cuts could mean expulsion. By 1935, the requirement had been lessened to Sunday worship and three weekday services. It was again reduced in 1946 to twice a week and Sunday. By the sixties chapel service had become simply a mandatory, non-denominational Sunday service.

Changing Tactics

Editorials and letters to the editor opposing the chapel policy peppered the college newspaper from the twenties until the early sixties. By October of 1963, *Spectator* editors were calling the chapel policy "an anachronism" that "must be abolished" and over 75 first year students petitioned in support of the newspaper's position against compulsory chapel.

Spring of 1964 brought new tactics to the chapel issue. Above the front page banner of the March 13 *Spectator* ran a letter from first year student Daniel M. Siegel asking "all who oppose compulsory religion as a matter of principle" to sit on the Chapel steps rather than enter the building and listen to President McEwen speak. The protest drew approximately 150 students. "Order and quiet were maintained," according to an article reporting the incident, and no disciplinary action was taken against the objectors.

Symposia on the issue followed and it was found that 60 percent of the faculty and 82 percent of the students opposed the compulsory chapel policy. Just one year after the sit-in the Board of Trustees abolished chapel attendance requirements stating, "the temper of our times has changed, with an increased emphasis on individual rights and individual freedom."

Civil Rights

The fact that the times had indeed changed was quickly borne out. The Greensboro sit-ins and the Freedom Riders had gained the nation's attention in the early sixties. Hamilton students tentatively directed the apparatus of campus protest toward the cause of racial equality. By 1964 nine students had involved themselves in the Utica chapter of the Congress of Racial Equality (CORE).

The group's goals included achievement of racial equality in the major workplaces of Utica, rectification of educational zoning differences, and increased FBI cooperation in prosecution of civil rights cases in Mississippi. Although such a degree of involvement was rare, many members of the Hamilton community expressed their solidarity with Southern protestors. A petition which circulated the following year "deploring the racial strife" in Selma, Alabama was signed by 320 before being sent to Rep. Pirnie of New York state. Such activities occurred infrequently, a fact which my have reflected the relatively small percentage of blacks on campus and in the Utica area.

The movement was not without its successes, however. It set a precedent for the concept of conscientious investment when it examined the college's holdings in Eastman Kodak Company (which came under pressure in 1967) and succeeded in establishing a Black Student Union (in 1968). The request by the new BSU for an Afro-American Cultural Center was vocally supported by President Chandler and became a reality in 1970.

For various reasons, the Civil Rights movement at Hamilton never left the back burner of campus controversy. It had to compete against ecology, women's liberation, and Vietnam for the public's attention and generally lost. Robert Moses '56, a Hamilton graduate who became nationally known as a civil rights leader, states that "The national priorites of necessity shifted...as the Vietnam War unfolded it of necessity drew upon the nation's economic resources, the nation's media resources, and the nation's emotional resources."

Vietnam Rouses Students

The issues that slowly began to mobilize the young, mostly white, all male students were conscription and the Vietnam conflict. Although an April 1965 protest march held in Washington by Students for a Democratic Society (SDS) drew only four Hamilton students, it (and many subsequent national protests) received front page coverage in *The Spectator*. The campus was interested but unmotivated; an indicative headline of 1965 read: Hamilton Students Yet Unaffected by Vietnam Draft, Students Receive 2-S Deferments.

Increase in student action ran concurrently with the war's escalation. For three days in the Winter of 1967, fifty three students fasted on rice, water, and tea in order to raise funds for medical aid to civilians in both North and South Vietnam. Faculty involvement in the form of teach-ins and a petition in *The New York Times* increased awareness of the issues and helped to legitimize student opposition to the war.

Lyndon Johnson's support of a bill calling for the induction of men at 19 years of age grabbed the attention of even the most apathetic students. One bookstore employee remarked, "I couldn't understand it; the newspapers were moving about as well as the T.V. Guides ever have."

Military Recruiters Trigger Strife

Hamilton's first taste of the physical conflict that had already rocked several of the country's schools occurred in the fall of the following year. Thirteen students formed a human chain across part of College Hill Road in an attempt to block the arrival of a Marine recruiter on campus.

About fifteen minutes after students brought the recruiter's car to a stop, a station wagon carrying six members of Alpha Delta Phi arrived. The fraternity members

broke up the human chain, and followed the Marine to Bristol where they confronted the protesters again. Fraternity president Whitney Ferguson who was, ironically, to lose his life serving with the military in Vietnam, agreed to end the incident after a private discussion with Dean DePuy.

The recruiter operated his booth without further difficulties while the protesters remained around him. The school took no disciplinary action.

Military recruiting remained a sensitive issue at Hamilton, however. During 1967 when the Selective Service Chairman issued a statement calling for the the revocation of student deferment for any students interfering in the draft or recruiting processes, the situation began to heat up even further.

The Hamilton Chapter of the American Association of University Professors requested a ban of future on-campus military recruitment. Martin Carovano, then Associate Professor of Economics and Secretary to the AAUP called the military's draft reclassification plan "so outrageous an attack on basic freedoms" that the AAUP could not stand by passively. "We have taken the most effective action we can take," Carovano said at the time, but added with a smile, "don't hold me to this for all times and all places."

Buttrick Sit-In Diffused

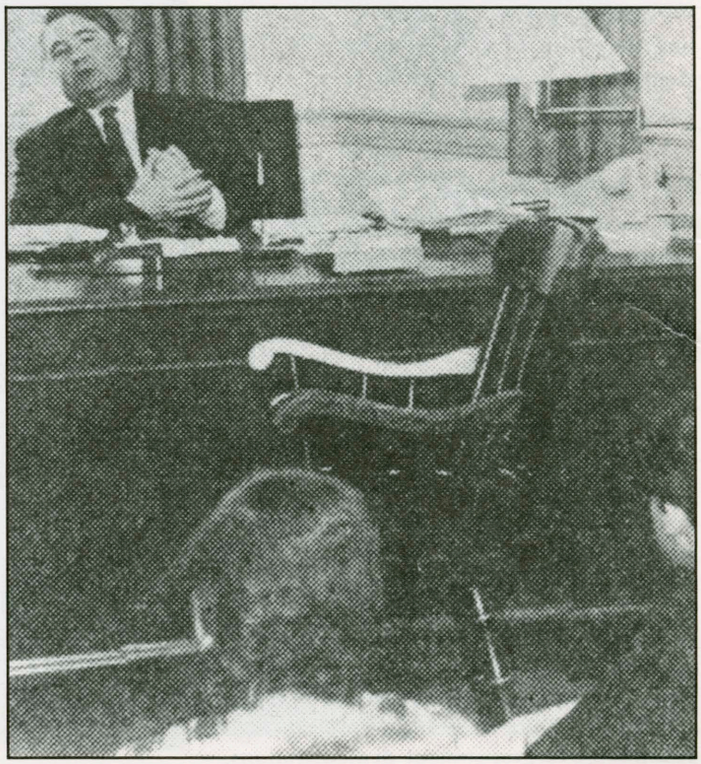
Tension began to mount after the Board of Trustees refused to ban military recruiters from the college, and turned down a secondary appeal by the Student Senate. Newly inaugurated President Chandler attempted to implement a stop gap measure which would require all visiting recruiters to agree not to report the names of any protesting students to local draft boards. When the Marine officer returned to Bristol in March 1968, he spent the day undisturbed.

Instead, twenty protesters entered Chandler's office in an attempt to "disrupt" the office over which he had presided for less than two weeks. Accounts of the incident state that "the President turned the confrontation into a two hour 'seminar,' during which he welcomed questions yet indicated no willingness to change his position." The "seminar" ended without incident, but Dean DePuy said that in the future three "distinct warnings" would be given to anyone disrupting the office and promised that if all these went unheeded, he would recommend that the faculty committee take strict disciplinary action.

Action Takes Varied Forms

Although Chandler remained unwilling to declare Hamilton a "closed campus," he indicated that he and the trustees would personally provide financial and legal assistance for any student reclassified as a result of orderly protest and that he had contacted several government officials regarding draft reform. Student protest against military recruiters continued throughout 1968 as students held gatherings ouside Bristol and "sprawl-ins" around recruiting desks. Austin Briggs of the Faculty Committee on Student Activities informed the student body that "sprawl-ins" (prevention of access to the recruiter by lying down around his booth) would "not be regarded as an acceptable form of demonstration in the future."

The acceptability of such protest was rendered a moot issue with the arrival in 1969 of a new, nationally organized protest known as the Moratorium. The main thrust of the Moratorium at Hamilton was to unite "faculty, students, staff, and neighbors of Hamilton and Kirkland Colleges" against the Vietnam conflict. The students canvassed Utica with a petition



(photo left) **Compulsory Chapel caused Hamilton's first sit in.** *(top right)* **War protestors met violence outside Bristol in 1967.** *(bottom right)* **President Chandler turned an office disruption into a seminar in 1968.**

calling for the end to "our commitment to a bankrupt foreign policy...(and) complete withdrawal of *all* troops." The total number of signatures gathered numbered over 4,500.

The Other Twelve

The unity achieved by the rather straightforward Moratorium activites was broken less than two weeks later over the chronically touchy issue of military recruiting. In a manner identical to that used in 1967, six Hamilton and six Kirkland students blocked the approach of a Marine recruiter up College Hill Road.

Dean DePuy, who had warned the group immediately before hand that he would "regard this as disruptive action," at no time declared an emergency situation or a "state of disruption" as defined by Hamilton's Statement of Public Order. Instead, DePuy handed the case over to the Student Judiciary Board and charged the students with violation of the Student Handbook's ban of actions that "prevent speakers invited to the campus from speaking." The handbook, however, was a product of the Faculty Committee on Student Activites so the Hamilton students chose to present their case to the faculty. Each Hamilton student was placed on disciplinary probation for three months. The Kirkland students were similarly charged and each received an official letter of reprimand.

Student Strike and Beyond

The decade that became synonymous with social prtoest ended explosively during the spring of 1970. On April 30, President Nixon announced the American invasion of Cambodia; student demonstrations at some campuses began within an hour. The shooting of student demonstrators at Kent State further aggravated national protest; from May 5 to May 8 there occured more than 100 major campus demonstrations per day and at least 350 school strikes.

The Hamilton faculty reacted to the unrest by allowing striking students to request credit (but no grade) for their work to date while maintaining a regular class schedule. Across the street, all Kirkland courses came to a halt and faculty members were authorized to write their students' final evaluations on the basis of completed work.

Teach-ins, such as Melvin Endy's "Conscientious Objection and the Law," were organized. Students created a committee to run a United States Saving Bond redemption drive and to investigate the use of stock proxies in corporations holding government defense contracts. The class of '70 passed a resolution to graduate without caps and gowns in order to donate rental money to the Student Strike Fund. The IFC cancelled all fraternity social functions to further add to the Strike Fund's coffers.

The strike activites culminated with a march down the Hill and a demonstration on the Village Green. Local residents who had seen news footage of Kent State and elsewhere, boarded windows and braced themselves for the worst. The actions of the mass of students, according to a letter to the Board of Trustees from President Chandler, were "superbly organized and executed and probably did more to demonstrate to the townspeople the fine qualities of our students than any event of recent years." The students were not only peaceful, they cleaned the park after the demonstration had concluded.

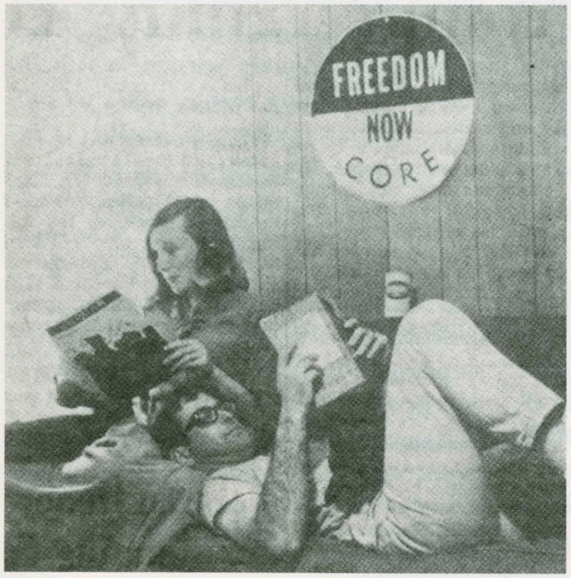
Chandler continued his letter to the Board by saying, "We have surmounted the tensions of the past few days in an atmosphere of civility which has accomodated debate and discussion of fundamental educational, moral, and political

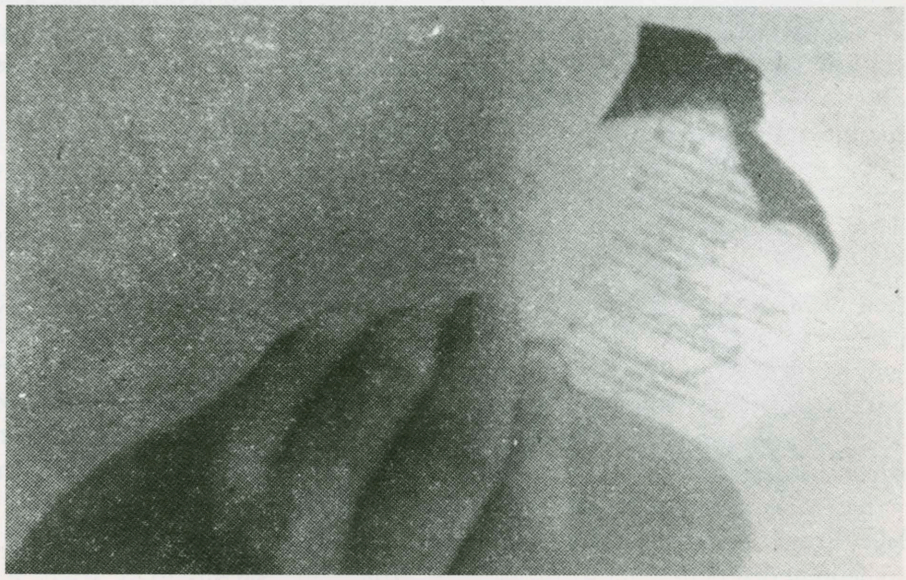
(opposite page clockwise) **The recently formed Black Student Union shows its support for an imprisioned Black Panther in 1970. Beat poet Alan Ginsberg delivered his message to the campus in an Alumni Gym gathering. Draft policies roused an apathetic student body. Civil Rights issues were overshadowed by the anti-war movement. Students gather to distribute the moratorium petition in 1969.** *(above right)* **Students tried to block the Marines again in 1969.** *(right)* **Spring of 1970 brought Hamilton's largest student demonstrations.**

questions. Differences on these questions do and will persist. But the College has never been more unified than it is now. Both students and faculty have a large and healthy respect for its humanity and its intellectual seriousness and vitality, and great confidence in its ability to meet challenge and crisis with integrity and imagination."

The seventeen years since the student strike have brought fresh issues, new students, faculty advancements, and changes in administration. Today's attempts to alter campus policies draw on a rich tradition of students challenging practices they perceive as inappropriate for the Hamilton community.

Tom Kuck is the incoming editor-in-chief after spending his college career as features editor, managing editor and resident expert on Hamilton College necrology.





Forcasting future trends is always difficult, but the attitudes being brought to certain areas now give some indication of where Hamilton is likely to go in the future.

Where Are We Going?

by Richard Larson

Over the past decade, Hamilton has undergone significant changes in moving from an all male 1950's environment to a co-ed, more modern institution. And clearly there will be further change during the next several years. Curricular adjustments, changes in student government, and attempts to deal with the contentious issue of achieving a more diverse community seem most likely to be the important issues.

The Curriculum

Potentially the greatest change in Hamilton's curriculum will be the addition of Senior Projects. Beginning with next year's class of 1991 all students will be required to take part in a project within their concentration. The project will be designed by the different departments.

According to Associate Dean of the College Esther Kanipe, "there should be something that pulls together the patterns of thinking in your concentration, a concentration ought to have a beginning and an end."

The project may consist of a thesis paper, some sort of cumulative exam, or research project, a work of art, or some combination of these. The consequences of the change will go beyond taking a required course Senior Year. Kanipe says that this will require "us to re-think the whole concentration. There will be more prerequisites and more structure in the concentration. There may be more required courses in particular concentrations and possibly courses that look more towards methodology."

The change may introduce limitations. As students are required to more carefully prepare a concentration there may be more courses required for completion, stricter limits on transfer credits, more specified courses required for major, and more limits placed on those wishing to take upper level courses outside their major.

Kanipe says that "if you become more structured and have more prerequisites you may limit your non-majors. I hope that doesn't happen. It will force students to do a little more planning and to prioritize more. I hope there will continue to be a balance between structure and experimentation."

Some have expressed concern over the possible limiting aspects of the senior project. Says Robert Baron '87, "If the senior project does produce more requirements it could well hurt some of the less popular majors like Anthropology and Sociology. People may not look at them early on in their careers. One of the best aspects of Hamilton is that the discipline lines aren't so strictly drawn. People learn in an interdisciplinary manner. If we force people to choose a definite direction earlier, we may have a lot of turf fighting for students and frivolous arguments over which discipline is better."

Inter-disciplinary Courses

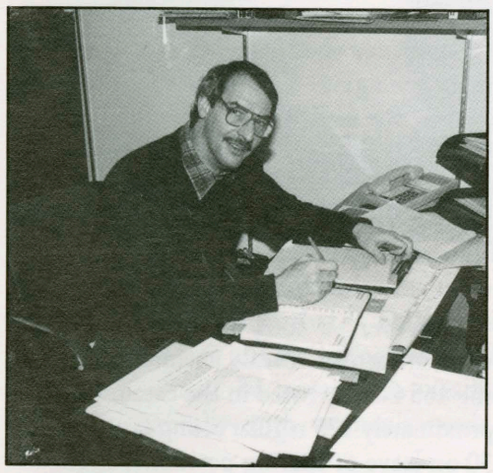
Another change that has been occuring has been the addition of new concentrations. At the faculty meeting in December an Afro-American Studies minor was unanimously passed. This particular minor has been seen as very important by groups on campus seeking more serious consideration of the needs of minorities and the problem of racism. But the minor is also indicative of a new emphasis on interdisciplinary concentrations.

President Carovano believes that "what we are likely to see is what we have seen. In recent years we have established a concentration in Public Policy, which has brought together elements of economics, government, and philosophy; a concentration in Women's Studies; one in Psycho-Biology; one in Bio-Chemistry; and recently one in Computer Science, which involves not teaching people to become programmers but involves mathematics, computer science, linguistics, and physics."

The new disciplines have come largely without any increase in staff. Carovano states that "for many years higher education was a growth industry. Hamilton saw dramatic growth and this was the case throughout higher education. Now we're not growing, we're standing still. To change we'll be doing something that's not so central as it may have been. For example, we cut back in positions in Art and have had increases in Government and Economics."

The faculty currently is limited to about 135 active faculty positions. Kanipe would like to see the college "Expand the faculty and use the position to strengthen things judiciously." Carovano points out that at the time of the Hamilton - Kirkland combination the class size doubled from approximately 800 to 1600, but the faculty went from 80 to about 140. In a 1984 curriculum report, the college's student-faculty ration was 13:1 which ranked it above only 4 of 13 comparable schools. The 13:1 ratio was the same as three other schools which put Hamilton in a rather mediocre position.

Still positions are sometimes added. The new Afro-American program will be headed by a director who will be a full-time,



tenurable member of the faculty. There is some chance that more faculty positions can be created in the future to meet the needs of an expanding curriculum.

Student Life

The results of the recent Gordon S. Black survey will be released at the end of this month. The study is being taken very seriouly by the administration and its findings may affect future policies greatly. But for now, certain trends seem apparent.

The raising of the New York State drinking age to 21 has brought an official effort to de-emphasize alcohol. Assistant Dean Max McGee states that "For me personally, I see Hamilton as very involved with alcohol on the student end of things. I think it's sad that people have to get drunk to have a good time."

"Razamataz" was presented as a good example of a social alternative. Begun last fall, "Razamataz" created dances in a club atmosphere without alcohol. While having no objection to "responsible drinking by eligible participants," McGee sees the Program Board as being an avenue for providing more social activities. He states that "I think student activities should get more, but they also have to show that they can use it. The key to "Razamataz" was that it was an idea coming from students. I think that new ideas will have to come from the bottom and build by participation."

A perennial discussion for student life improvements is the improvement of facilities. In last year's Winter Magazine Dean Endy was quoted as saying it was "very important" that the College be "supportive of new ideas and helps to provide the proper space (for student socializing)." He also said that for a different social atmosphere to succeed, "we probably need a new social space and maybe a new student social center."

Suggestions have included remodeling the Bristol Campus Center or abandoning it in favor of another facility such as Bundy Dining Hall. Carovano mentioned the possibility of the change but could not speculate on what the change might be. Despite the perceived importance of a new social space no specific plans have ever been created and a redone student center is unlikely to appear any time soon.

Fraternities

The fraternities were at one time the central focus of campus life. Although now less important than they once were, the fraternities still play a large role in the campus' social and residential life. The faculty recently called for the houses to be abolished, although the trustees have stated that they will remain and should be treated as privated institutions. The college however maintains a close watch on the houses' academics, behavior, and physical upkeep. A strong student opposition exists to the fraternities, but a clear majority favor their remaining.

This all seems to point to the fraternities remaining at Hamilton for the near future. However the attempt to balance the private and the public aspects of the organizations leads to a great feal of conflict.

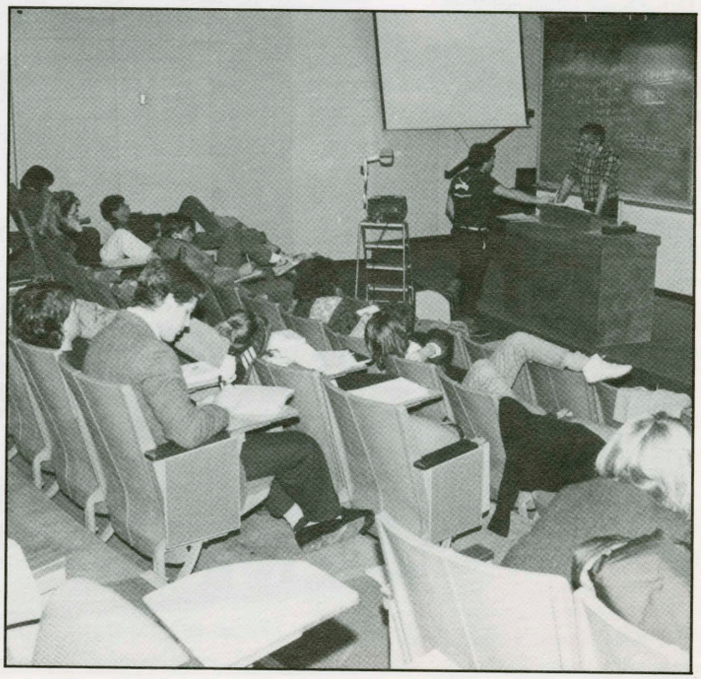
According to McGee, policy "won't change unless we abolish them or take them under our wing. A personal opinion is that we're stuck in the middle. The only thing I see happening is that the organizations themselves are going to have to take much more control. We don't want to have to get involved every 3 or 4 months."

McGee would like to see the private societies set a code of standards that they would have to live by. The ISC would become a governing body which would not just be made up of representatives but would have the authority to discipline members.

ISC president Judd Potter says "I think this probably would be a good idea. However it would be very tricky. A situation where we became a judging body would cross over in disciplinary matters with other channels like the J-Board. It's going to be tough and will take a while and some effort. It will depend a lot on the new constitution. But I think its a positive idea."

The ISC would be reviewable by the college but McGee believes that "informal sanctions are often more powerful than formal sanctions."

Potter would like to see societies become



(above) **New Dean of Student Life McGee believes social life changes will have to come from the students.**

(right) **J-term classes will dissapear after next winter. Other curricular changes are coming too.**

a more positive force in other ways. "We'd like to work with other organisations more. Last semester the ISC sponsored as much as we could. We'd like to try to get more things going on in the houses, sponsor a lecture series, and maybe get the faculty more involved. Personally I see a situation where we will be here but will change dramatically in terms of scholastic responsibility...and try to re-establish ourselves as a positive force."

Student Government

Changes in student governance are also being discussed on the college level. A committee is currently trying to draw up a new Student Constitution that will hopefully be ready to vote on during the Spring Elections.

Student Assembly Presdient Ezra Kopelowitz says that "The Assembly is an initiative organization but should be a responsible organization...the Assembly is representative in the fields of funding and nominations. But as far as representing student opinions to the administration it's not very good and we need to work on it."

One possible result may be the creation of lobby mechanisms. Student groups could lobby the Assembly to help make it aware of specific concerns. The Student Assembly could create a lobby of its own to communicate student concerns to the faculty.

Kopelowitz also discusses the possible creation of student forums. Meetings would take place in the Chapel with an issue of the day format. Chapel meetings for the community were held during the Spring of 1983, but died out the next fall. The chapel forum could easily be brought back as a more offical way of expressing opinions.

Kopelowitz believes that "the main problem is that the administration is concerned about the school of ten years ago. We must communicate properly the needs of our diverse population now."

Diversity

"Diversity" has long been a buzzword for needed change on the Hill. According to Dean of Admissions Douglas Thompson, the student body has become more diverse. "We are improving. This year for the first time we had under 50% of our students coming from New York, foreign students were up, we were down 3% for the Middle States where we traditionally get most of our students, and up in the Northeast. In a sense, that's diversity. Also, economically we're more diverse than almost any other NESCAC school."

Recruiting students with minority backgrounds has been the biggest problem. Thompson asserts "We try with Multicultural Weekend and visiting schools. We're not 100% successful. We concentrate primarily on New York City, Boston, Pennsylvania, and upstate New York which is our principal market area. Compared with Williams, we're not as well known. It's hard to recruit when you get to far out areas of the country...public school kids tend to stay within their own state."

In terms of recruiting, Thompson sees the videotape *Hamilton - A Very Special Place* as the only new innovation. The tape was sent to 1500 high schools and will be sent to high school students that request it. Otherwise, Thompson says, "We're not really doing anything new...we're plugging along in the same old ways. There are no new ideas floating around."

The diversity of the faculty has also been scrutinized in recent years. President Carovano believes "that the faculty lacks diversity only in terms of racial background. The faculty comes from a more diverse economic background than I think people realize."

Women

However, a look at the number of women faculty reveals an imbalance. Of the 165 faculty listed in the catalogue (approximately 135 regular acting faculty with 30 on leave or sharing positions) there are 119 men and 46 women. Of tenured faculty members there are 74 men and only 8 tenured women. Since the merger in 1978, there has been improvement, but still there are 67 men on the faculty hired since the merger and only 38 women. Megan Wolf '87 believes that "there is a serious lack of commitment to real co-education. It's at an acceptable level and so we seem to leave it there. A lot of the excuses are that we compare to this school or that school. But Hamilton is not any other school and needs to make more of a commitment to be better than other schools."

Increasing the number of women faculty members has been difficult. Wolf suggests that a stated commitment to increasing women and minority faculty might encourage them to come to Hamilton. Kanipe encourages departments without women members to become more aware of women's needs. "Women interview better with another woman in the room.

(left) **Hamilton admissions have become increasingly selective but minority recruiting remains a problem.**
(above) **Assistant Dean Kanipe wants more education about minority and women's concerns for both faculty and students.**

Also some departments have arranged for them to meet with other women on the faculty, to make then aware that a community of women exists.''

Wolf believes that women students needs can also be better addressed. One suggestion is strengthening the Sexual Harassasment Board. ''I'd like to see it have amore official voice rather than just a recommending one.There was a case last year where the recommendation was sent to the Dean and was not listened to. The Board could be given disciplinary power, subject to the review of the College as is the J-Board.''

Another suggested improvement would be a better concentration on preparing women for careers. Kanipe believes that ''preparing a man for a career is not the same as preparing a woman for a career. Ignore that your students are women and they buy into a male value structure. Prejudice is still out there and we are remiss if we don't give them the tools to handle it.''

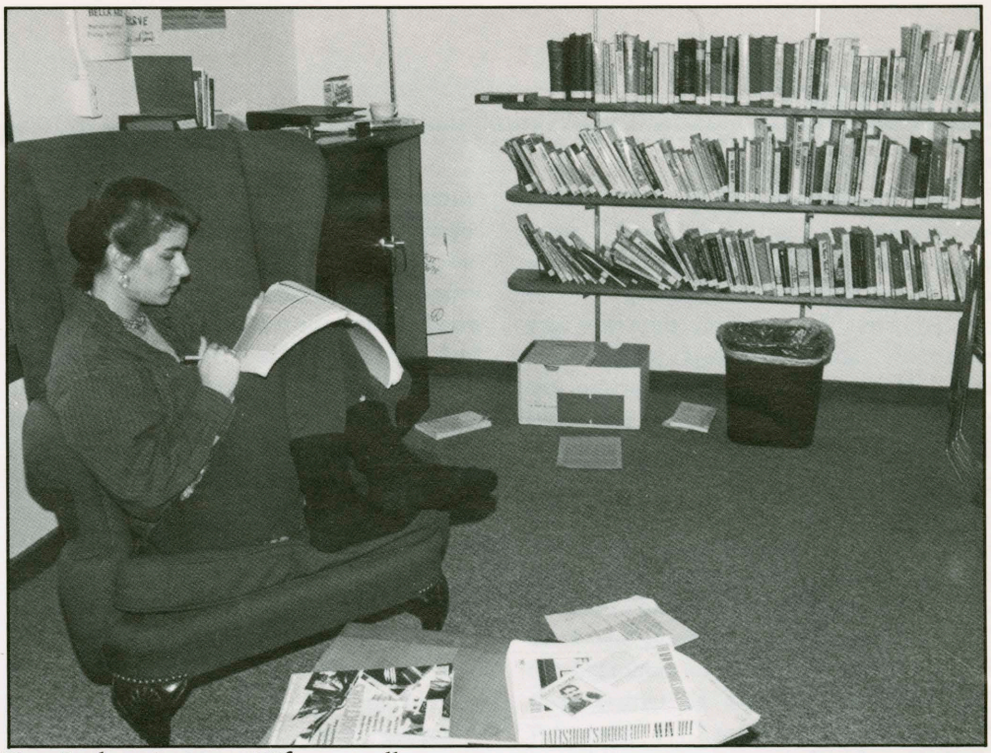
Wolf recalls ''a few years ago there was an alumni career panel with no women on it. Maybe the Career Center could take on specific jobs - ''Women in Banking,'' or something like that.'' Earlier this year a ''Women in Law'' program was held and this may be a start to dealing more specifically with women's needs.

Minorities

Increasing the number of minority students at Hamilton has received increasing attention over the past several yearsa. While there have been some increases, minorities at Hamilton are not well represented.

One suggestion has been to establish a system of pre-recruiting. Visiting student

(above) **Caravano sees changes coming through a shift of resources from less important areas to new ones.**
(upper right) **The Women's Center remains a strong voice for women's concerns in the co-ed Hamilton.**



Dan Laskowitz says, ''If you really want to help minority students you can't do it at the end of high school. By then it's too late. You should go into the junior highs and tell the sixth graders, 'Look if you put in the effort and get the grades we will be there at the end. The money is available to go on to college if you put in the work.''' Dean Thompson says that ''We are trying to acquaint students in the early years with getting an education that will prepare them for college. We do it more through organizations that send out publications...We do a lot of work with programs like Upward Bound.''

When asked whether Hamilton might more directly involve itself in such programs Thompson seemed skeptical. he believes that junior highs would see such a program as ''interference'' and would not be receptive. Also he feels that the best way to recruit is to have students who have gone to school come back to speak. Thompson added, however,that the idea of pre-recruiting was something he would ''kick around with the staff to see what they think.''

President Carovano also spoke of a program set up by Swarthmore College which guaranteed scholarships to young students who succeed in high school. ''The program would be absolutely no risk to us because it would be a student we would accept anyway, and it might encourage someone to go on when they might not have.''

On campus, minority representation has been a contentious issue. The Afro-American Studies program is seen as an important step. Another suggestion is a Racial Grievance Board. According to sophomore Jen Wynn, the board was suggested because of ''the harrassment that took place last year and so far this year. It can be hard for people that are in the minority here to live a peaceful existence. Additionally, Wynn says that there is '' a sensitivity training program for the faculty and staff to sensitize them to race and gender. The point is to make people more open to different frames of mind.''

Still, diversity is a long way from being reached. Dean Kanipe says ''I think we'll never be representative of the general population, but at the same time we have to have it in the back of our minds. We have to be open to it.''

Conclusions

Hamilton will continue to change over the next decade. As different issues are discussed it becomes more apparent that the students are going to have to push for those changes. The governing bodies like the Racial Grievance Board and new Constitution are student creations. Social life changes too will depend on the interest and efforts of students. Even curricula change will probably respond in part to student perceptions of academic needs. But the revers of a need for student interest is the need for those who administrate change to listen. Senior Megan Wolf notes ''I don't think its an accident that since I've been here there are so many more people that are discontent.I think that if the administration doesn't see that there will be a lot to lose.''

Rich Larson this fall's Features Editor, will become co-editor of the news department for the spring of 1987.

EDITORIAL

I have found myself reflecting a lot lately, probably because I am a senior and looking back is better than looking ahead. Over the years, I have noticed a trend among many of my classmates. We began our time here very enthusiastic about this college, yet the more active and involved with it we became, the more we disillusioned we grew. I think this disillusionment has a lot to do with the values that are stressed here. I don't refer to the lofty principals listed in the catalogue or what is discussed in the classroom, but instead the values we encounter in our everday experiences here and the lessons those experiences teach us.

At Commencement last spring, one of the trustees took the podium to commend the Class of 1986 for what he termed their "greatest accomplishment." I remember wondering what that highest accomplishment could be. As I looked at over 400 individuals, many of whom I knew well, I could think of a number of things they had contributed to Hamilton and the promise they held for the world. That "greatest accomplishment," however, had little to do with any of the things about which I was thinking. Instead, he applauded the Class of 1986 for their record setting participation rate in the Senior Gift Campaign. I like to think that in our four years here, most of us gain more than the ability to write a ten dollar check.

Values are not only reinforced through praise but also through discipline. The "Hamilton Thirteen" were recently suspended for, rightly or wrongly, protesting against what they felt was morally wrong, for challenging the world around them. It seems however, that while conscientious wrong-doers are punished, wrong-doers who commit crimes out of selfishness and irresponsibility repeatedly go unpunished.

During Winter Term, while the protesters spent their first semester suspended, Security responded to a weekend fire alarm in Carnegie. As they reset that alarm, other alarms began to go off. A crowd of students, refusing to leave the building, impeded security and pelted them with snowballs. After finally clearing the building, more snowballs prevented Security from leaving. A few minutes later, a similar incident occurred at South. Several unregistered parties were going on at the time and approximately one hundred prospective students were on campus for an athletic weekend.

We have yet to see any suspensions come out of this disruption of public order, not to mention violation of state laws on fire safety and serving alcohol to minors. Surely, those involved in this disturbance were "acrimonious and confrontational," as the *Alumni Review* describes the protesters. In a memo to the community, the Dean of Students labels such behavior "unacceptable" and "unspeakably rude." She threatens Judiciary Board action although identification may be a problem. I wonder where she was with her video camera. And why wasn't the College photographer called to the scene as happened at several sit-ins?

Speaking to President Carovano on occasion has made me even more acutely aware that the values of those who lead this institution are not the same as mine. A few months ago, another editor and I were, as usual, complaining about life at Hamilton when he became exasperated and asked what he could do and what *we* would do if we were president (a variation on the "put on my hat" theme.) So we told him.

Among other things, we discussed the fraternity system. My problem, he told me, is that equity is my primary value while to others, the values of freedom of association and tradition triumph. I pointed out however that sophomore women and non-society members do not have the same facilties and lottery privielges that allow them that "freedom to associate." Furthermore, as a woman this attitude disturbs me because if everything were done by tradition and the way it has always been done, I would not be editor of this newspaper. In fact, I would not even be at Hamilton.

The conversation ended after a lengthy discussion of several issues when the President laughed and thanked us for giving him suggestions, adding that he was not prepared to discuss them and did not have all afternoon.

Although all of us in the Hamilton community do not share the same values, if all parties were willing to communicate and remain open to change, we could understand each other a little better. In many instances, however, it seems that those in high places may be willing to do no more than tolerate competing viewpoints from students.

An alumnus recently wrote to *The Specator* to relate an incident which illustrates the tendency to dismiss student views as naive and inaccurate. While this alumnus was at a fundraising dinner, a parent questioned Chairman Bristol about difficulties in recruiting minority faculty, a problem the parent had read about in *The Spectator.* Bristol dismissed the comment by saying he sometimes wished that parents did not read *The Spectator* because it is run by students and reflects student opinions which are often inaccurate.

Another administrator told me that when speaking to a parent, he was amazed at the distorted picture of recent events given to the parent by his child. While students may not always be as well informed as they should be, student opinions and perceptions, although not always complimentary, are no more warped or distorted than anyone else's views. As students, we live at this college and cannot escape its problems as easily those who do not.

I realize that the Trustees are concerned about the future of this institution, but it often feels as if there is little understanding for the problems and concerns of today's students. Perhaps this feeling results from both a communication gap and a generation gap. The Hamilton at which we now live, differs greatly from the Hamilton in which the alumni trustees lived. Furthermore, it bothers me that the person mainly responsible for representing my view as a student is a president whose values greatly differ from my own.

President Carovano has also said on several occasions that "racism and sexism is a part of America and I think Hamilton College is a microcosm of America." I may be wrong in my interpretation, but the attitude I pick up in this statement is that we cannot change the world so why even try. In addition, we are also provided with a convenient excuse not to confront these problems and demand that they be addressed at Hamilton.

Students of today have real concerns which are not being effectively dealt with. Things have become so bad that we have had to turn our disputes over to the courts several times in the last year.

Today's problems are not going to disappear. While flipping through old *Spectator*s from ten to twenty years ago, I noticed that the issues raised then were sadly familiar. Ten years ago, members of the Adler conference asserted that fraternities bear the brunt of our social life and called for a new student center. About that time a coalition of students were questioning the College's investments in South Africa. Complaints about lack of diversity and minority and women faculty members surface again and again. These issues will continue to plague us until we resolve them.

One professor characterizes this unyeilding stance by the Trustees and administration as the "toughing it out approach." This position has carried Hamilton through some difficult times, especially through trying economic periods. We all benefit from that prosperity today.

And I must admit that Hamilton has been very good to me. I am happy here and if I had the chance to do it agian, I would still choose this school. I am disillusioned, I guess, because although this college can provide one with the tools to change the world, it does not encourage the values or courage that are necessary to do it.

Lea M. Haber
Editor-in-chief

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